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ABSTRACT

Results of a survey using a criterion referenced test of reading comprehension for a large sample of sixth and eleventh grade students throughout Texas are reported in detail. Details of the sampling design and of the test development are reported elsewhere. Results are reported in terms of the percent of students correctly answering three out of four items for each of 11 objectives at sixth grade and 10 objectives at eleventh grade. These results are reported for the state as a whole and separately for a number of categories, as follows: by 20 geographic regions; three ethnic groups (black, Mexican American, and other); sex; type of school district (urban, rural, etc); family economic status; per pupil expenditure in school districts; special characteristics of student programs; and home factors assumed to be related to reading achievement (languages spoken in the home, reading materials, time watching television, homework, parental education and students' educational aspirations). Major findings are summarized. Appendices list general comprehension and applied comprehension skills; labels and definitions for categories used in classifying data; percent of students mastering objectives by all category groups; and copies of forms used to collect the data. (CTM)

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# READING

# TEXAS ASSESSMENT OF ESSENTIAL OBJECTIVES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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**TEXAS EDUCATION AGENCY**

TEXAS ASSESSMENT PROJECT
Texas Education Agency, Austin, 1978

## COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964; TITLE IX OF THE EDUCATION AMENDMENTS OF 1972; AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, national origin, or sex;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act and/or Title IX of the Education Amendments of 1972 is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

# FOREWORD

The State Board of Education has a long-standing interest in finding out how well Texas students are achieving the basic competencies necessary to function as adults in our society. The Sixty-fifth Texas Legislature expressed its interest in better information for educational planning and improvement, and provided resources to be used for this purpose. To carry out this directive, the Texas Education Agency has conducted a statewide assessment of student achievement in four basic student goal areas.

We are both gratified and grateful for the positive response we received from local school officials in carrying out this assessment. Every one of more than 2,200 school campuses requested to participate in the study agreed to do so, and their cheerful cooperation throughout the effort was of inestimable value to the success of the project. We take this as a sign that the local school districts of Texas share a keen professional interest in being accountable, both in terms of recognizing their successes and of taking appropriate actions to strengthen their programs where weaknesses are identified.

The findings in these reports provide important information about where Texas students are achieving well and where they are experiencing learning problems. But assessment is only the first step toward improvement. The rest of the task consists of finding the problems within and outside the school that underlie low student achievement, adapting or inventing more effective instructional practices to overcome these problems, marshalling the support and commitment of parents and communities in understanding and joining with educators in solving these problems, providing the resources necessary to bring about planned change, and putting these improved instructional practices into effect.

We at the Texas Education Agency call upon local school districts, teacher education institutions, regional education service centers, professional organizations, the Texas Legislature, and the citizens of Texas to join us in using this information to bring about improvements in learning opportunities for Texas students. It is only through concerted efforts of the entire educational community that we can continue to move toward excellence and provide the finest possible educational programs for the children and youth of Texas.

M L Brockette

M. L. Brockette
Commissioner of Education

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# OVERVIEW

The Texas Assessment Project (TAP) was developed by the Texas Education Agency in cooperation with educators representing a variety of school districts and professional organizations. Designed to measure student achievement in reading, mathematics, writing (composition), and citizenship, the assessment was conducted in response to legal and policy directives from the Texas Legislature and the State Board of Education. These directives are contained in the Texas Education Code, Goals for Public School Education in Texas, Priorities of the State Board of Education, Senate Concurrent Resolutions 29 and 30, and Senate Bill 1 of the Sixty-fifth Texas Legislature.

## MEASUREMENT INSTRUMENTS

Three kinds of measures used in the study provide information from different perspectives:

- Norm-referenced Tests (NRT) of reading and mathematics, to compare performance of Texas students with students in a national norm group.
- Criterion-referenced Tests (CRT) of reading and mathematics, developed in Texas to determine degree of mastery of essential objectives already established for students in Texas schools.
- Test exercises (items) for citizenship and writing, developed by the National Assessment of Educational Progress (NAEP), to determine achievement of Texas students on specific items, and to compare their performance with national and regional results of previous NAEP assessments.

Reading and mathematics tests were administered to students in grades 6 and 11; writing and citizenship exercises were administered to 9-, 13-, and 17-year-olds.

**ASSESSMENT DESIGN**

| Goal Areas | Measurement Instruments | | |
|---|---|---|---|
| | NRT | CRT | NAEP |
| Reading | 6th Grade | 6th & 11th Grades | |
| Mathematics | 6th Grade | 6th & 11th Grades | |
| Writing | | | 9-Year-Olds<br>13-Year-Olds<br>17-Year-Olds |
| Citizenship | | | 9-Year-Olds<br>13-Year-Olds<br>17-Year-Olds |

## SAMPLE OF STUDENTS

The sampling pattern for the study was planned to represent student performance statewide and within each of the 20 regions served by an education service center. The sample was not designed to be representative of any school district, campus, or classroom.

The sampling plan was developed under a contract with Research Triangle Institute (RTI) of Raleigh-Durham, North Carolina and is patterned after a similar sampling design used by the National Assessment of Educational Progress project. It was designed to provide a balance of ages and grades, a proportionate distribution of ethnic groups, and a cross-section of different types of school districts. The sample of students tested in each region represents the total school population within that region.

A random sample of 113,307 students was selected to represent the total student population of 854,020 in the age and grade categories selected for testing.*

## TEST ADMINISTRATION

Tests were given to students by specially trained test administrators both to reduce the burden on school personnel and to ensure uniform administration of the tests throughout the state. A contract to conduct the testing was awarded by the State Board of Education to Research Triangle Institute. In April and May of 1978, over 5,000 testing sessions were conducted in 2,234 elementary and secondary schools.

## REPORTS

Findings of the Texas Assessment Project are published in a series of six reports:

- *Reading – Texas Assessment of Essential Objectives*
- *Mathematics – Texas Assessment of Essential Objectives*
- *Achievement in Reading and Mathematics – 6th Grade*
- *Writing – A Statewide Assessment in Texas*
- *Citizenship – A Statewide Assessment in Texas*
- *Summary Report – Texas Assessment Project*

Copies of the reports or additional information may be obtained from:

Texas Education Agency
Division of Educational Assessment
201 East 11th Street
Austin, Texas 78701

Telephone: (512) 475-2066

*For a complete description of the sample design, see the publication, *Sample Design for the Texas Assessment Project, Final Technical Report*, available from the Texas Education Agency.

## BACKGROUND

Reading is widely recognized as one of the most important basic skills necessary to function as an adult in our increasingly complex society. In 1975 the State Board of Education reemphasized the importance of Texas students' acquiring essential reading competencies by adopting the long-range priority objective: "Consistent with the Goals for Public School Education in Texas, by 1980, students completing high school should demonstrate the attainment of the essential knowledge, skills, and competencies in reading. . . ."

The Texas Education Agency and the regional education service centers jointly hosted a series of meetings with educators and lay citizens to identify essential knowledge, skills, and competencies in reading. Basic competencies were selected as essential reading objectives which all students are expected to master by the time they complete high school. Essential mid-point reading objectives were identified as progress checks at approximately the halfway point in schooling. A complete list of all the essential reading objectives is contained in Appendix A, page 34.

## ESSENTIAL READING OBJECTIVES

Listed below are the mid-point and exit level objectives measured by the mid-point and exit level criterion-referenced tests of reading. These objectives were selected from lists of essential reading objectives established for Texas students for the mid-point and exit levels of schooling. Those selected to be measured by these criterion-referenced tests were chosen on the basis of their central significance to the curriculum. They are not proffered as a comprehensive representation of the entire domain of reading, but should be viewed as selected important elements of the total reading curriculum.

### Mid-Point Level Objectives

- Use an index to locate information (e.g., in newspapers and reference materials).
- Use context to understand meaning of words.
- Explain and relate to feelings and emotions of characters.
- Follow a set of written directions.
- Use maps, charts, graphs, and schedules to get information.
- Arrange a list of events in sequence.
- Identify the main idea.
- Recall specific facts and details.

- Draw logical conclusions.
- Distinguish between fact and non-fact.
- Predict probable future actions or outcomes.

**Exit Level Objectives**

- Follow written directions involving subordinate steps.
- Perceive cause-and-effect relationships.
- Identify the main idea.
- Arrange a list of events in sequence.
- Use various parts of a book and various kinds of books as aids in locating information (e.g., title page, table of contents, preface, index, dictionary, telephone book, encyclopedia, etc.).
- Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules, etc.).
- Evaluate information and make judgments on the basis of information given.
- Make inferences and draw logical conclusions.
- Distinguish between fact and non-fact.
- Arrive at a generalization from a given series of details and/or assumptions.

## DEVELOPING THE CRITERION-REFERENCED TESTS

Criterion-referenced tests, or objective-based tests, relate to specific objectives and measure skills and competencies which students are expected to learn. Use of this type of test makes it possible to determine strengths and weaknesses in specific skill areas.

Although a number of nationally standardized reading tests were available, none was judged to be totally adequate for measuring student performance on Texas' essential reading objectives. New criterion-referenced tests were developed to measure selected Texas objectives.*

Test items were developed and field tested with Texas students. All items determined to be acceptable on the basis of content, level of difficulty, and freedom from cultural bias were then examined by content specialists who selected the four "best" items for each objective.

*Detailed information on development of the criterion-referenced tests used in the Texas Assessment Project is provided in *Report on the Development of Objective-Based Tests in Reading and Mathematics.*

The mid-point reading test administered at the sixth grade contains 44 items measuring 11 of the 17 essential objectives. The exit level test administered at the eleventh grade contains 40 items measuring 10 of the 18 essential reading objectives. The criterion for mastery of an objective was established as correctly answering at least three out of four items for the objective.

## ADMINISTERING THE TESTS

Representative samples of approximately 10,000 sixth grade students and 8,000 eleventh grade students were randomly selected to take the criterion-referenced tests of reading. Tests were administered between April 3 and May 10 by trained test administrators under a contract with Research Triangle Institute of Raleigh-Durham, North Carolina.

## SPECIAL CONSIDERATIONS

When reviewing these results, several factors should be kept in mind:

- The sampling procedures permit reporting with a high level of statistical precision and confidence that the findings represent performance of all Texas sixth and eleventh graders.

- These results can be used to identify successes and problem areas in achievement of students on a statewide basis and within each of the 20 regions of the state. No information is available from this sample about the performance of any school district, school campus, educational program, teacher, or individual student. No attempt should be made to use these findings to make judgments about the performance of any single school district, campus, teacher, or student.

- The findings reported here are based on a single measurement taken in 1978, and do not purport to show longitudinal comparisons. To measure change in the achievement of students, performance data must be gathered over a period of time.

- Conventional methods were used to determine statistical significance of differences between group scores. Statistically significant differences were used as the basis for the findings in this report. The methodology for determining statistical significance, including sample sizes, is contained in the technical documentation.

- Different tests were administered at the sixth and eleventh grades. Items included were at the levels of difficulty which students at grades six and eleven are expected to master. The nature of the objectives at the two grade levels are similar in what students are asked to do. The differences between the two tests are based on the eleventh graders being required to deal with more complex reading material. Since several objectives for the two grades are similar, some comparisons of student performance have been made. However, these are only approximate comparisons and do not necessarily provide a statistically valid comparison.

## STATEWIDE AND REGIONAL RESULTS OF CRITERION-REFERENCED TESTS OF READING

This report covers the results obtained from administration of criterion-referenced tests of reading to representative samples of Texas sixth and eleventh graders. Test results are reported in terms of the percentages of students in specifically identified groups in each of the two grades who mastered the essential reading objectives. Performance is first reported on a statistical basis with emphasis on notably high or low performance levels on a statewide basis for all the students in each grade. Results are then reported for students grouped according to education service center region, size and type of school district, per pupil expenditure, sex, and ethnicity. Performance is also related to selected school and home factors which are believed to influence student achievement in reading.

Appendix C, page 43 contains performance data for selected student groups to supplement that shown in the body of this report.

### THREE LEVELS OF STUDENT PERFORMANCE

Student performance for the state is presented in terms of the percentage of students who demonstrated mastery of each objective. Mastery was demonstrated by correctly answering at least three out of four test items for an objective. Three performance levels for groups of students have been designated to describe mastery of each objective:

*Level I* – objective mastered by 90 percent or more of the students,

*Level II* – objective mastered by 75 to 89 percent of the students,

*Level III* – objective mastered by fewer than 75 percent of the students.

Statewide student achievement is considered adequate when an objective was mastered by 90 percent or more of the students (Level I).

When an objective was mastered by 75 to 89 percent of students (Level II), performance is considered less than adequate but not necessarily a deficiency of high priority in the state.

Student performance is considered to be critically deficient on those objectives mastered by fewer than 75 percent of the students (Level III).

In addition to the degree of mastery, the nature of each objective should be taken into account in determining whether a high priority need exists in the state.

The mastery criterion of at least three out of four correct answers per objective and the three levels of mastery described above were based on judgment of Texas Education Agency staff. Three out of four items answered correctly sets a criterion high enough to reduce the probability of "mastering" an objective by guessing, while providing reasonable leeway in the event that a student missed an item because of a careless error.

Although it is desirable that all students in Texas master these essential objectives, it is unrealistic to expect that every student will master every objective. Ninety percent mastery (Level I) is regarded as a realistic expectation.

## STATEWIDE READING RESULTS

Tables I and II display the percentages of students statewide who demonstrated mastery of the essential reading objectives measured by the tests. Throughout this report reference is made to objectives judged to involve higher order cognitive skills and the synthesis of various skills and competencies applied to decision-making. These objectives are indicated by an asterisk (*) in Tables I and II.

### PERCENT OF SIXTH GRADE STUDENTS MASTERING ESSENTIAL READING OBJECTIVES

#### STATEWIDE RESULTS BY PERFORMANCE LEVELS

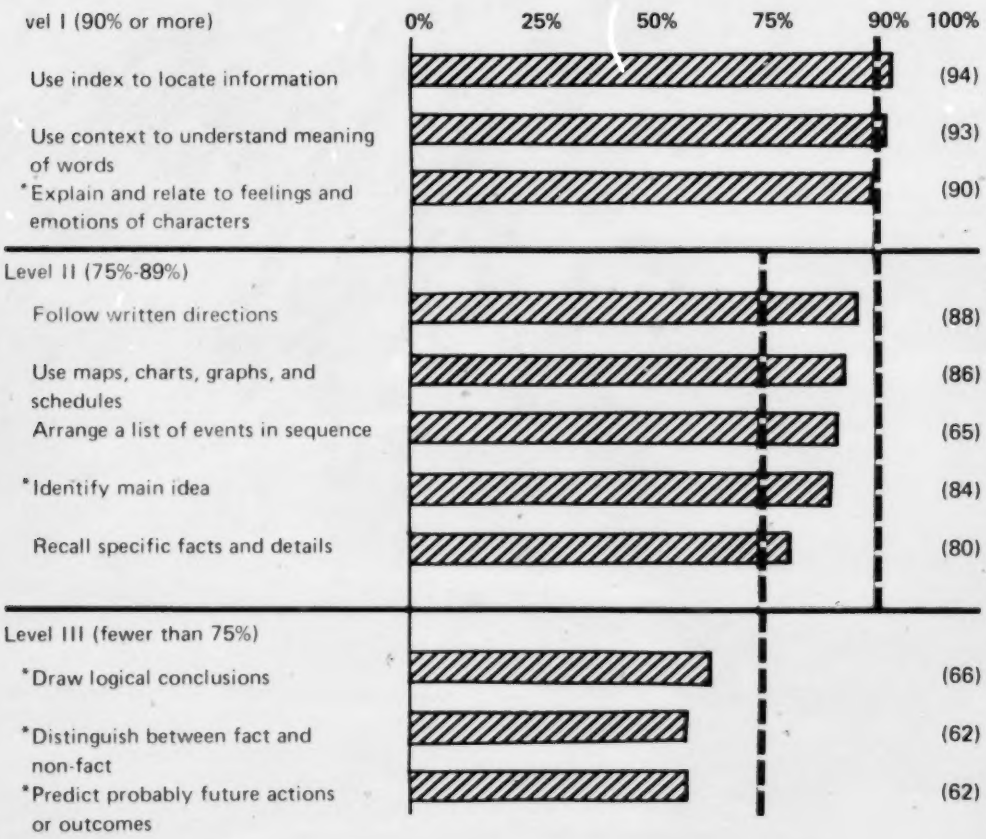



TABLE I

## PERCENT OF ELEVENTH GRADE STUDENTS MASTERING ESSENTIAL READING OBJECTIVES

### STATEWIDE RESULTS BY PERFORMANCE LEVELS

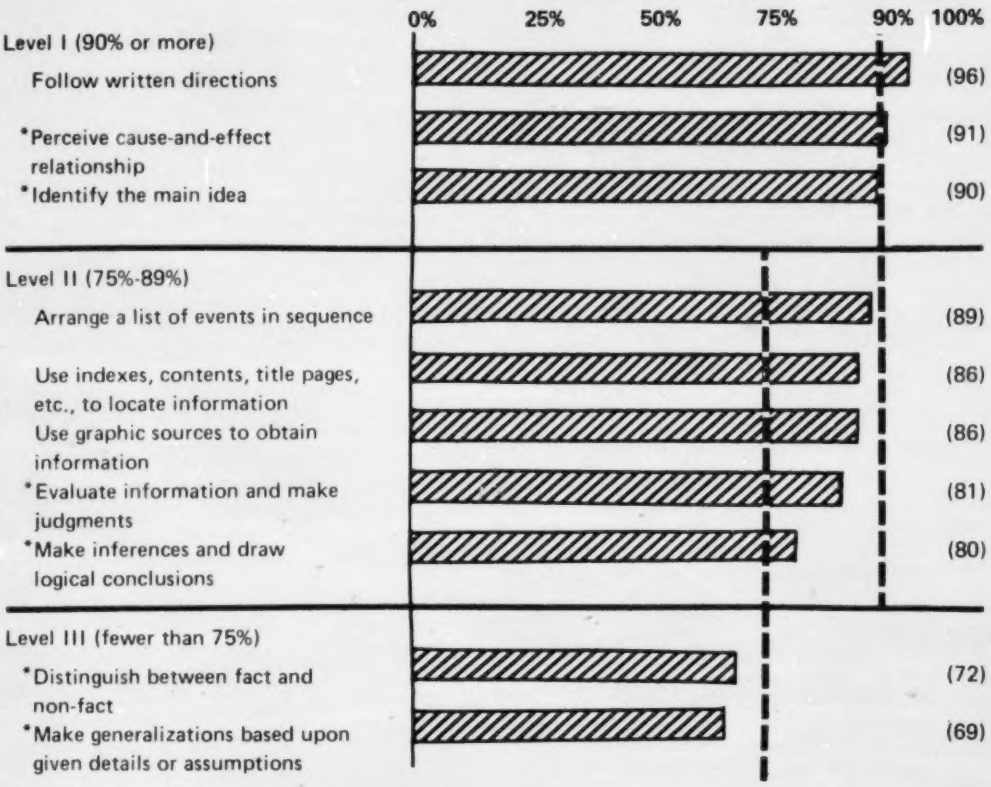



**TABLE II**

Ninety percent or more of sixth grade students (Level I) demonstrated mastery of one objective requiring higher order cognitive skills and application, and two other objectives involving use of an index to locate information and understanding meanings of words in context. Fewer than 75 percent of sixth grade students attained mastery (Level III) of three objectives calling for higher order cognitive skills and application of skills to decision-making: "draw logical conclusions," "distinguish between fact and non-fact," and "predict probable future actions or outcomes."

Ninety percent or more of eleventh grade students demonstrated mastery (Level I) of two objectives requiring higher order cognitive skills and one objective calling for following written directions. Fewer than 75 percent of eleventh graders attained mastery (Level III) of two objectives involving higher order cognitive skills applied to decision-making: "distinguish between fact and non-fact" and "make generalizations based upon given details or assumptions."

In addition to considering levels of mastery for each objective separately, it is useful to look at the performance of students on all the objectives measured by their respective tests. The criterion-referenced tests developed to measure selected essential reading objectives for Texas students were not designed to provide a "total reading" score that comprehensively represents student mastery of reading. The tests were intended to measure mastery of key objectives to provide specific information on where student achievement is strong or weak within the reading curriculum. Results are reported in terms of a "profile" of mastery of the various objectives covered by the test. In a broad sense, however, a student's successful mastery of all or most of the objectives measured may be taken as an indication that he or she is probably achieving well in reading; conversely, a student who demonstrates mastery of only a few of the objectives tested is probably doing poorly in reading.

Table III shows the proportion of students who demonstrated mastery of a given number of reading objectives. The results indicate that approximately one-third of the 190,000 sixth grade students and more than two-fifths of the 172,000 eleventh grade students in the state have mastered all of the reading objectives measured by these criterion-referenced tests.

## PERCENT OF STUDENTS MASTERING SPECIFIED NUMBER OF READING OBJECTIVES*

| Grade Six | | Grade Eleven | |
|---|---|---|---|
| Number of Objectives Mastered | Percent of Students Mastering | Number of Objectives Mastered | Percent of Students Mastering |
| 11 (All) | 33 | 10 (All) | 43 |
| At least 10 | 47 | At least 9 | 65 |
| At least 9 | 70 | At least 8 | 76 |
| At least 8 | 79 | At least 7 | 83 |
| At least 7 | 84 | At least 6 | 88 |
| At least 6 | 88 | At least 5 | 92 |
| At least 5 | 91 | At least 4 | 95 |
| At least 4 | 94 | At least 3 | 97 |
| At least 3 | 96 | At least 2 | 99 |
| At least 2 | 98 | At least 1 | 99+ |
| At least 1 | | | |

*These are not longitudinal data. Eleventh grade students were tested on more difficult items than sixth grade students.

**TABLE III**

## REGIONAL READING RESULTS

When reviewing student performance results in the geographical regions of the state, it is important to remember that an education service center has no authority over the schools in its geographic region. In the overall plan establishing the service centers, the State Board of Education directed that the centers:

- operate regional media centers authorized by the Fifty-ninth Legislature,
- provide a local base for regional and statewide planning, and
- make available additional services necessary to the region.

The service centers provide a broad range of planning and curriculum assistance, inservice training, instructional media, and other services to school districts within their regions. Since school districts participate in service center activities on a voluntary basis, the findings about student performance in a region cannot be used as a measure of the effectiveness of the regional education service center. The purpose of reporting results for each region is to provide information that each education service center can use in designing and providing services appropriate for the school districts in the regions.

The following factors should be considered when reviewing student performance data for each region:

- ethnic composition of the student population,
- economic status of the population, and
- size of the student population.

Figure 1 shows the geographic areas served by the 20 regional education service centers.

## TWENTY EDUCATION SERVICE CENTER REGIONS OF TEXAS

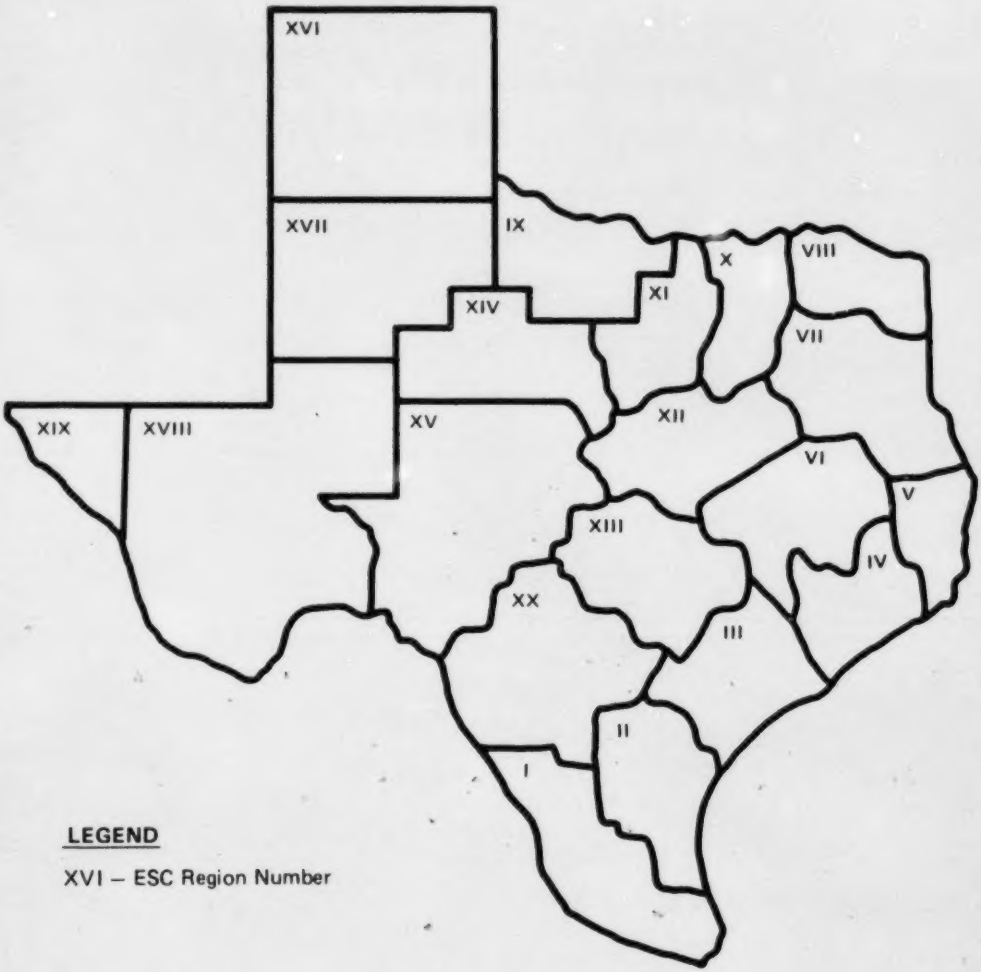



FIGURE 1

Tables IV and V show the percentages of sixth and eleventh grade students who demonstrated mastery of each objective in the 20 regions, student population figures, and percentages of student population in each of the three ethnic groups.

## TABLE IV

## SIXTH GRADE READING RESULTS BY REGION

| OBJECTIVES | Statewide Results | EDUCATION SERVICE CENTER REGIONS | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
| Use an index to locate information (e.g., in newspapers and reference materials). | 94 | 91 | 95 | 96 | 95 | 94 | 94 | 94 | 92 | 97 | 93 | 94 | 95 | 95 | 95 | 94 | 98 | 93 | 92 | 95 | 89 |
| Use context to understand the meaning of words. | 93 | 86 | 94 | 96 | 93 | 96 | 92 | 96 | 93 | 98 | 91 | 95 | 93 | 96 | 94 | 93 | 96 | 92 | 94 | 93 | 90 |
| Explain and relate to feelings and emotions of characters. | 90 | 86 | 92 | 92 | 90 | 91 | 91 | 92 | 91 | 96 | 87 | 90 | 90 | 93 | 94 | 91 | 96 | 88 | 91 | 92 | 89 |
| Follow a set of written directions. | 88 | 80 | 91 | 91 | 87 | 89 | 87 | 88 | 86 | 94 | 85 | 91 | 87 | 90 | 90 | 90 | 93 | 89 | 90 | 91 | 86 |
| Use maps, charts, graphs, and schedules to get information. | 86 | 79 | 85 | 88 | 86 | 87 | 86 | 88 | 84 | 92 | 85 | 92 | 90 | 88 | 88 | 89 | 93 | 87 | 85 | 88 | 84 |
| Arrange a list of events in sequence. | 85 | 77 | 87 | 87 | 86 | 87 | 81 | 85 | 88 | 92 | 81 | 91 | 85 | 86 | 87 | 87 | 91 | 85 | 86 | 87 | 81 |
| Identify the main idea. | 84 | 77 | 85 | 88 | 84 | 88 | 81 | 88 | 85 | 93 | 82 | 89 | 85 | 86 | 87 | 86 | 91 | 84 | 83 | 84 | 76 |
| Recall specific facts and details. | 80 | 72 | 81 | 82 | 83 | 84 | 78 | 82 | 80 | 85 | 75 | 84 | 79 | 84 | 82 | 82 | 87 | 83 | 81 | 83 | 73 |
| Draw logical conclusions. | 66 | 58 | 67 | 69 | 65 | 69 | 68 | 67 | 65 | 76 | 63 | 71 | 68 | 73 | 65 | 72 | 74 | 69 | 69 | 69 | 61 |
| Distinguish between fact and non-fact. | 62 | 48 | 60 | 62 | 64 | 67 | 65 | 70 | 65 | 79 | 60 | 68 | 64 | 68 | 65 | 67 | 77 | 63 | 60 | 58 | 53 |
| Predict probable future actions or outcomes. | 62 | 58 | 66 | 66 | 64 | 62 | 63 | 59 | 59 | 75 | 59 | 67 | 59 | 63 | 70 | 84 | 71 | 60 | 59 | 63 | 59 |
| **STUDENT POPULATION** | | | | | | | | | | | | | | | | | | | | | |
| Total number (in thousands) | 194.2 | 10.3 | 6.5 | 4.1 | 40.9 | 5.9 | 5.7 | 9.4 | 3.7 | 2.6 | 27.5 | 15.1 | 6.2 | 10.4 | 3.4 | 3.3 | 4.7 | 5.8 | 3.8 | 7.7 | 17.4 |
| Ethnic proportions — Black | 17 | 0* | 3 | 15 | 24 | 28 | 23 | 27 | 28 | 10 | 23 | 14 | 21 | 14 | 6 | 4 | 6 | 10 | 7 | 3 | 7 |
| Mexican American | 26 | 90 | 63 | 35 | 16 | 3 | 6 | 2 | 1 | 8 | 9 | 8 | 11 | 28 | 22 | 39 | 20 | 39 | 34 | 68 | 58 |
| Other | 57 | 10 | 34 | 50 | 60 | 69 | 71 | 71 | 71 | 82 | 68 | 78 | 68 | 58 | 72 | 57 | 74 | 51 | 59 | 29 | 35 |

*Less than 1%

## TABLE V

## ELEVENTH GRADE READING RESULTS BY REGION

| OBJECTIVES | | Statewide Results | EDUCATION SERVICE CENTER REGIONS | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
| Follow written directions involving subordinate steps. | | 96 | 98 | 96 | 95 | 97 | 96 | 96 | 95 | 96 | 99 | 96 | 95 | 96 | 96 | 96 | 98 | 96 | 97 | 90 | 96 | 96 |
| Perceive cause-and-effect relationships. | | 91 | 86 | 88 | 88 | 92 | 86 | 89 | 92 | 87 | 94 | 91 | 93 | 91 | 92 | 93 | 91 | 89 | 93 | 92 | 87 | 91 |
| Identify the main idea. | | 90 | 86 | 86 | 87 | 93 | 88 | 88 | 89 | 88 | 94 | 92 | 92 | 90 | 90 | 91 | 94 | 89 | 91 | 92 | 90 | 88 |
| Arrange a list of events in sequence. | | 89 | 79 | 87 | 84 | 93 | 86 | 86 | 91 | 85 | 91 | 87 | 90 | 87 | 90 | 91 | 90 | 90 | 92 | 91 | 86 | 86 |
| Use the various parts of a book and various kinds of books as aids in locating information. | | 86 | 80 | 85 | 85 | 87 | 85 | 82 | 90 | 81 | 88 | 87 | 86 | 88 | 87 | 85 | 83 | 86 | 81 | 90 | 84 | 83 |
| Use graphic sources to get information. | | 86 | 79 | 82 | 82 | 87 | 84 | 82 | 85 | 86 | 90 | 86 | 89 | 86 | 89 | 89 | 88 | 90 | 87 | 87 | 83 | 81 |
| Evaluate and make judgments on the basis of information given. | | 81 | 67 | 81 | 77 | 83 | 81 | 78 | 81 | 80 | 89 | 81 | 82 | 83 | 84 | 83 | 83 | 82 | 83 | 82 | 73 | 78 |
| Make inferences and draw logical conclusions. | | 80 | 63 | 76 | 78 | 85 | 72 | 74 | 85 | 77 | 88 | 82 | 82 | 84 | 82 | 84 | 84 | 82 | 85 | 81 | 69 | 72 |
| Distinguish between fact and non-fact. | | 72 | 50 | 68 | 65 | 78 | 68 | 67 | 69 | 72 | 81 | 73 | 74 | 72 | 76 | 76 | 74 | 75 | 71 | 77 | 62 | 66 |
| Arrive at a generalization from a given series of details and/or assumptions. | | 69 | 53 | 64 | 65 | 74 | 67 | 63 | 72 | 71 | 76 | 67 | 70 | 72 | 73 | 72 | 72 | 71 | 70 | 70 | 58 | 65 |
| **STUDENT POPULATION** | | | | | | | | | | | | | | | | | | | | | | |
| Total number (in thousands) | | 175.6 | 7.8 | 6.4 | 3.5 | 38.2 | 6.0 | 4.4 | 8.1 | 2.7 | 2.4 | 24.9 | 15.3 | 5.5 | 8.6 | 2.8 | 2.6 | 4.6 | 4.8 | 4.4 | 7.5 | 15.1 |
| Ethnic proportions | Black | 14 | 0* | 3 | 16 | 19 | 26 | 21 | 23 | 24 | 6 | 16 | 14 | 17 | 13 | 4 | 3 | 4 | 8 | 7 | 2 | 9 |
| | Mexican American | 18 | 85 | 48 | 27 | 7 | 0* | 2 | 0* | 0* | 7 | 4 | 5 | 6 | 19 | 12 | 24 | 9 | 23 | 17 | 58 | 42 |
| | Other | 68 | 15 | 49 | 57 | 74 | 74 | 77 | 77 | 76 | 87 | 80 | 81 | 77 | 68 | 83 | 73 | 87 | 69 | 76 | 40 | 49 |

*Less than 1%

Student performance in the 20 regions of the state generally followed the statewide pattern with differences in student performance among the regions being relatively small in many instances. There were some regions, however, in which the performance of students on these tests was notably different from the general pattern. For example, for six of the ten objectives, the percentages of eleventh grade students in Region I who demonstrated mastery were significantly lower than the statewide results; however, 90 percent of the students attending schools in Region I are Mexican American students. Conversely, performance of sixth grade students in Regions IX and XVI was significantly higher than the statewide results on each of the eleven reading objectives tested. Fewer than 30 percent of the student population of school districts in these two regions are ethnic minority students, considerably lower than the statewide proportion of ethnic minority students. In Region XIII, proportions of the three ethnic groups in the populations of sixth grade and eleventh grade students were very similar to the proportions in the state as a whole. In Region XIII, percentages of students who demonstrated mastery on almost all sixth grade and eleventh grade objectives were nearly identical to those of the state as a whole; the only exception was that sixth graders in Region XIII performed significantly better than the statewide results on four of the eleven objectives.

## READING ACHIEVEMENT OF OTHER REPORTING GROUPS

Information about the students tested was gathered from two sources at the time of testing: (1) local school officials and (2) the students themselves.*

### SEX

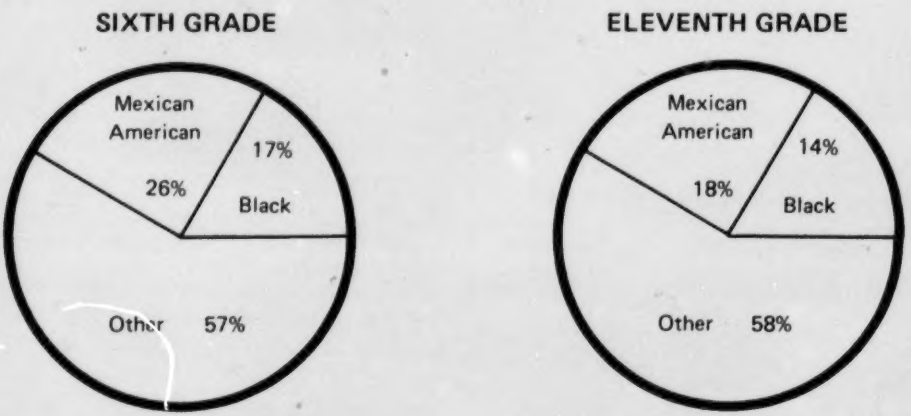
Differences between the reading performance of males and females were most pronounced at the sixth grade, where females performed better than males on 10 of the 11 objectives. Differences ranged from 4 to 13 percentage points. The largest difference in performance, 13 percentage points, occurred on the objective "predict probable future actions or outcomes." For only one sixth grade objective, "using maps, charts, and schedules to obtain information," performance of males was approximately equal to that of females.

At the eleventh grade, reading performance of males more nearly approximated that of females. On four of the ten objectives significantly larger percentages of females demonstrated mastery than did males; these differences were no greater than three percentage points.

Figures 3 and 4 show performance of males and females on essential reading objectives for sixth and eleventh grades.

### ETHNICITY

Students were identified as members of three ethnic groups: black, Mexican American, and "other". (The "other" category was made up almost entirely of white students.) These proportions are shown in Figure 2.




Proportion of students in each ethnic category at the sixth and eleventh grades.

**FIGURE 2**

*Appendix D, page 51 contains the forms on which student information was gathered.

## PERCENT OF TEXAS MALE AND FEMALE STUDENTS MASTERING SIXTH GRADE ESSENTIAL READING OBJECTIVES

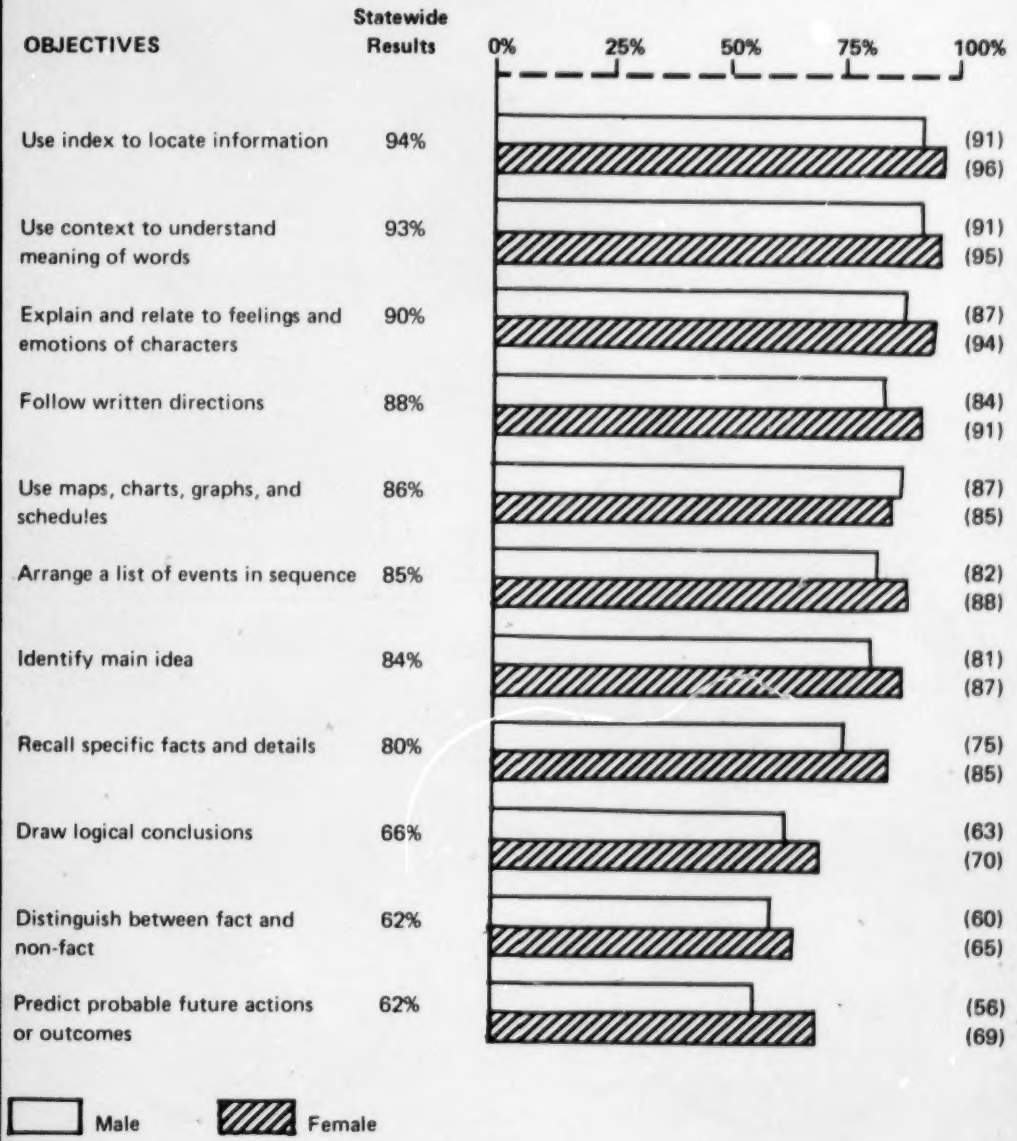



FIGURE 3

## PERCENT OF TEXAS MALE AND FEMALE STUDENTS MASTERING ELEVENTH GRADE ESSENTIAL READING OBJECTIVES

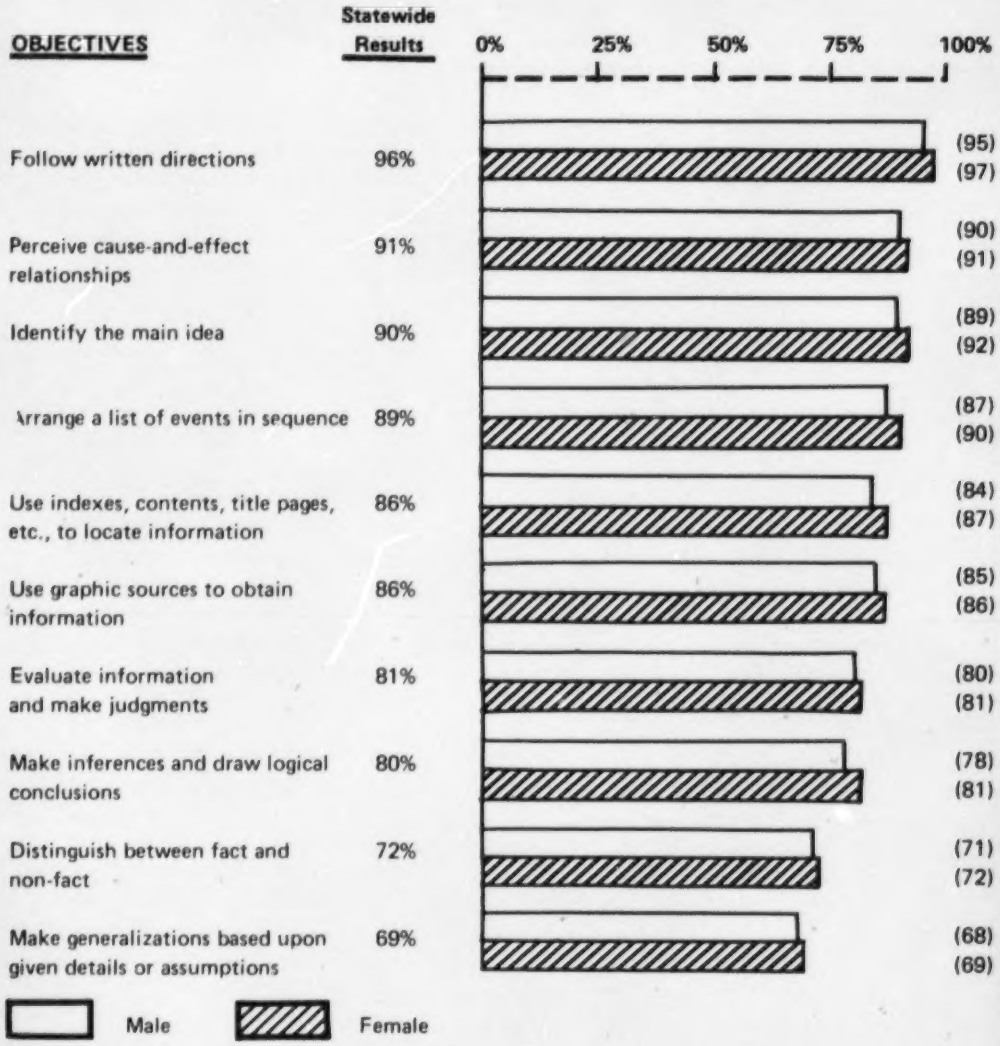



FIGURE 4

Figure 5 shows the performance of sixth grade students in the three ethnic groups on the essential reading objectives established for mid-point in schooling. "Other" students in the sixth grade as a group attained percentages of mastery at or above 90 percent (Level I) on seven of the objectives. Fewer than 75 percent of "other" students demonstrated mastery (Level III) on two sixth grade objectives which called for predicting future outcomes and drawing logical conclusions.

Ninety percent of sixth grade Mexican American students demonstrated mastery (Level I) of one of the objectives: "using an index to locate information." Mexican American students as a group attained percentages of mastery below 75 percent (Level III) on four of the objectives; black students attained Level I mastery on one of the objectives and Level III mastery on six of the objectives. In both cases most of these Level III mastery objectives required higher order cognitive skills and application of skills to making decisions.

"Other" sixth graders demonstrated significantly higher percentages of mastery than both Mexican American and black students on all of the sixth grade objectives tested. These differences ranged between 6 and 35 percentage points. On the objective "distinguish between fact and non-fact," 35 percent more "other" students demonstrated mastery than did black students.

Higher percentages of Mexican American students demonstrated mastery than black students on the five sixth grade objectives judged to require higher order cognitive skills and the synthesis of various skills in making decisions.

Figure 6 shows the performance of eleventh graders in the three ethnic groups on exit level objectives. At the eleventh grade a similar pattern of differences was found among the three ethnic groups. The differences were even greater than those found among sixth graders.

Ninety percent or more "other" students demonstrated mastery (Level I) on six of the ten eleventh grade objectives. Between 78 and 89 percent of "other" eleventh graders attained mastery (Level II) of the remaining four objectives.

Mexican American eleventh graders attained above 90 percent mastery (Level I) on one objective, "follow written directions"; fewer than 75 percent of Mexican American students demonstrated mastery (Level III) on four of the objectives, all of which called for higher order cognitive skills and application of skills to making decisions.

## PERCENT OF SIXTH GRADE STUDENTS MASTERING ESSENTIAL READING OBJECTIVES BY ETHNIC GROUP

### STATEWIDE RESULTS BY PERFORMANCE LEVELS

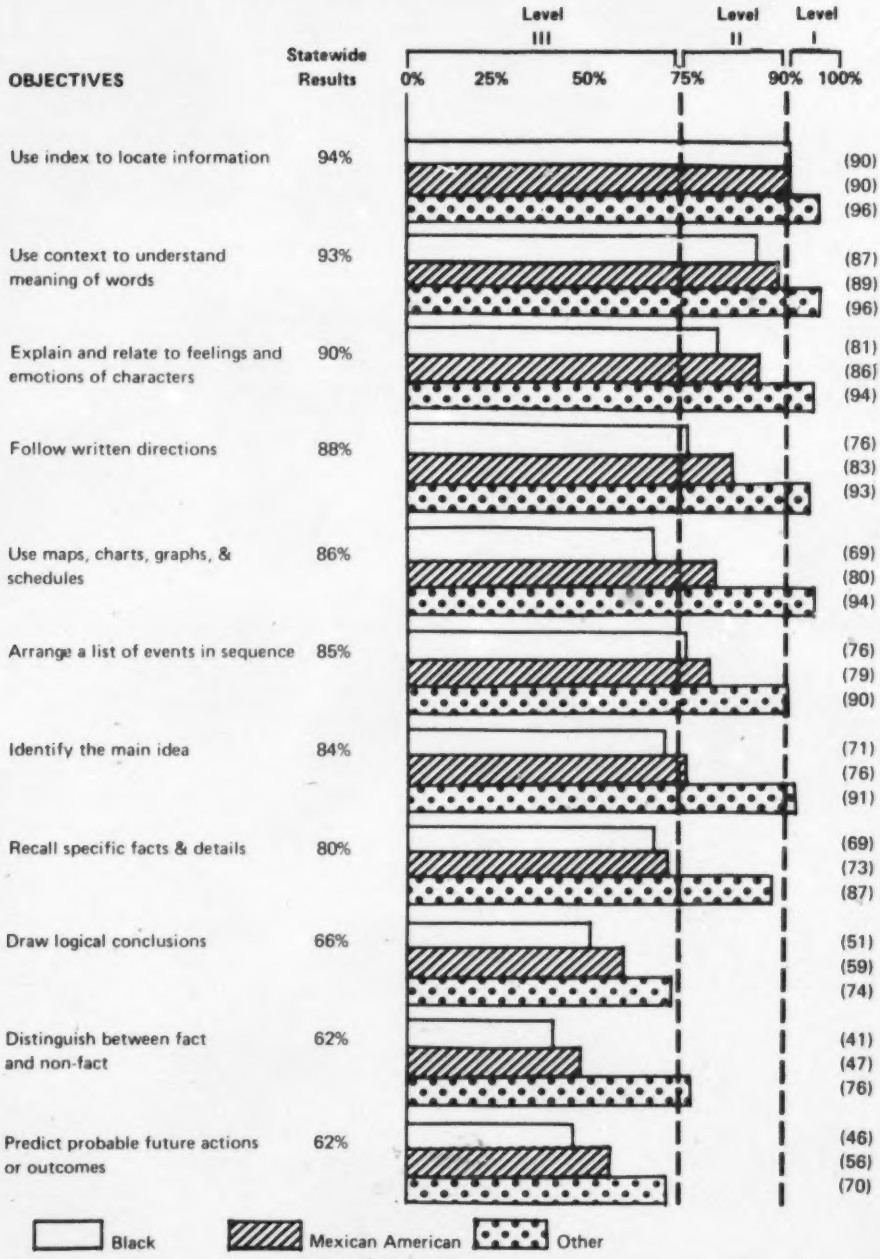



FIGURE 5

## PERCENT OF ELEVENTH GRADE STUDENTS MASTERING ESSENTIAL READING OBJECTIVES BY ETHNIC GROUP

### STATEWIDE RESULTS BY PERFORMANCE LEVELS

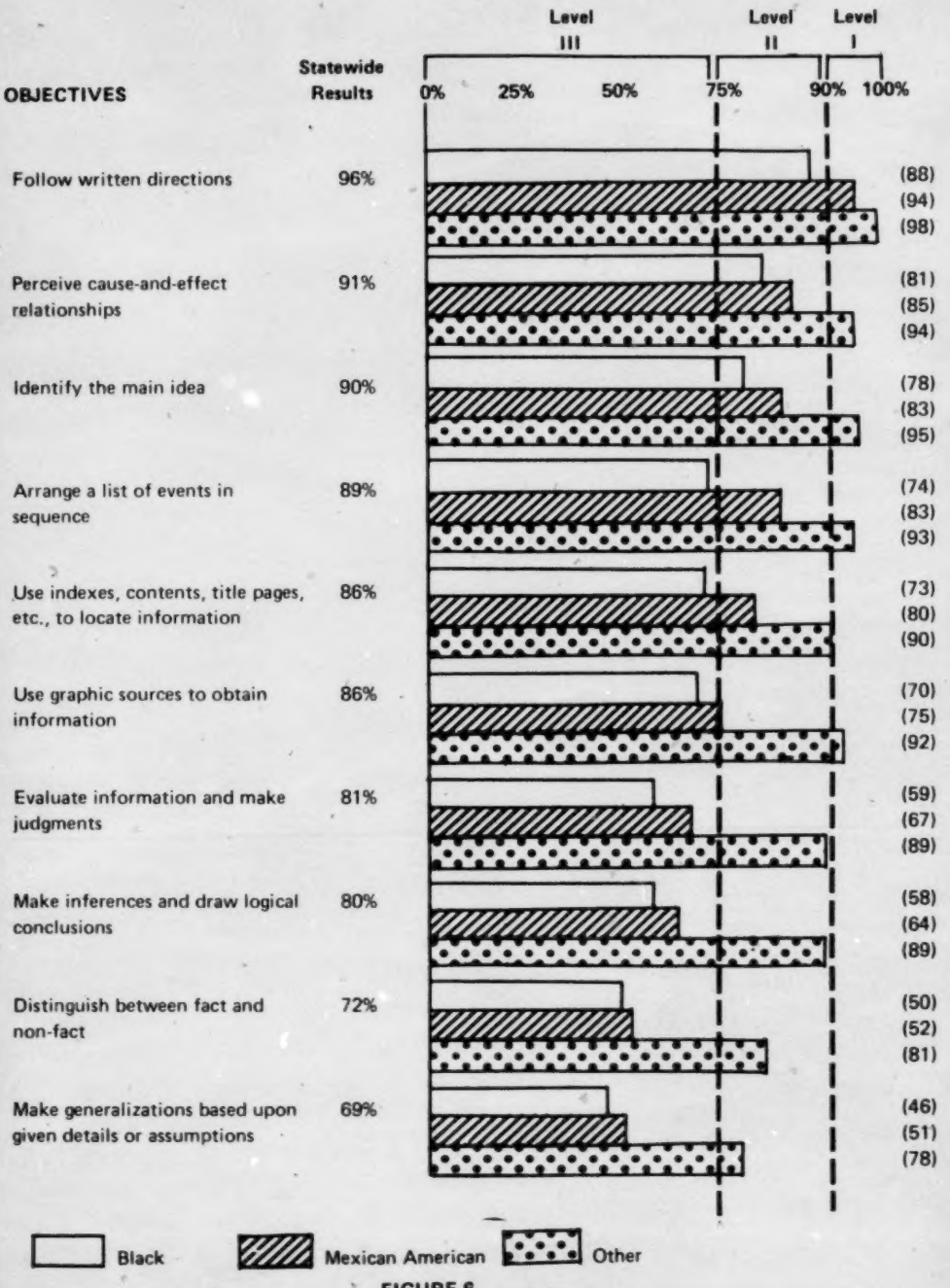



FIGURE 6



27

There were no objectives which were mastered by as many as 90 percent of black eleventh graders. Fewer than 75 percent of black students demonstrated mastery (Level III) of seven of the eleventh grade objectives, four of which called for higher order cognitive skills and competencies.

"Other" students in the eleventh grade as a group demonstrated significantly higher percentages of mastery than both Mexican American and black students on all ten of the exit level objectives measured by the test, the differences ranging between 4 and 32 percentage points. On four objectives calling for higher order cognitive skills, "other" students demonstrated mastery at least 30 percentage points higher than black students. Performance of Mexican American students ranged between that of "other" students and black students on these objectives.

An approximate comparison can be made between the performance of sixth graders and eleventh graders on certain objectives that occurred in similar form on both tests. Eleventh graders in all three ethnic groups performed better than did sixth graders on five objectives which were common to both tests. These comparisons, however, must be made with caution since these two tests were not constructed with the intent to measure performance on a longitudinal basis.

Table VI shows the percentage of students who mastered a specified number of objectives by ethnic group. In the sixth grade, more than three times the percentage of "other" students mastered all eleven objectives as did black students. The percentage of "other" sixth graders who mastered all objectives was twice that of Mexican American students. The same general pattern was found at the eleventh grade, although higher percentages of eleventh grade students in all three ethnic groups mastered all of the objectives.

## PERCENT OF STUDENTS MASTERING SPECIFIED NUMBER OF READING OBJECTIVES BY ETHNIC GROUP

### GRADE SIX

| Number of Objectives Mastered | Percent of Students Mastering | | | All Students Tested |
|---|---|---|---|---|
| | Blacks | Mexican Americans | Other | |
| 11 (All) | 13 | 21 | 45 | 33 |
| At least 10 | 33 | 43 | 70 | 47 |
| At least 9 | 49 | 58 | 82 | 70 |
| At least 8 | 61 | 70 | 88 | 70 |
| At least 7 | 70 | 77 | 92 | 84 |
| At least 6 | 76 | 83 | 95 | 88 |
| At least 5 | 83 | 87 | 96 | 91 |
| At least 4 | 88 | 90 | 98 | 94 |
| At least 3 | 92 | 94 | 98 | 96 |
| At least 2 | 95 | 96 | 99+ | 98 |
| At least 1 | 98 | 99 | 99+ | 99 |

### GRADE ELEVEN

| Number of Objectives Mastered | Percent of Students Mastering | | | All Students Tested |
|---|---|---|---|---|
| | Blacks | Mexican Americans | Other | |
| 10 (All) | 18 | 22 | 54 | 43 |
| At least 9 | 35 | 41 | 77 | 65 |
| At least 8 | 49 | 55 | 86 | 76 |
| At least 7 | 60 | 68 | 92 | 83 |
| At least 6 | 69 | 76 | 95 | 88 |
| At least 5 | 78 | 84 | 98 | 92 |
| At least 4 | 85 | 91 | 99+ | 95 |
| At least 3 | 90 | 96 | 99+ | 97 |
| At least 2 | 95 | 98 | 99+ | 99 |
| At least 1 | 98 | 99+ | 99+ | 99 |

TABLE VI

## TYPE AND SIZE OF SCHOOL DISTRICT

Achievement of students was analyzed for five types of school districts: (1) urban, (2) other central city, (3) suburban, (4) non-metropolitan, and (5) rural.

Figure 7 displays the performance of sixth grade students in the five types of school districts. Performance of sixth graders in suburban districts was significantly higher than that of students in urban districts on six of the eleven objectives. Their performance was higher by 10 to 13 percentage points on three of the objectives calling for higher order cognitive skills. Performance of students in other central city, non-metropolitan, and rural districts generally ranged between that of students in suburban and urban districts.

Figure 8 describes the performance of eleventh grade students in the five types of school districts. As with sixth graders, performance of eleventh grade students in suburban districts was higher than that of students in urban districts; percentages of suburban students who attained mastery were higher than those of eleventh graders in urban districts for all of the ten objectives measured. Differences ranged from 4 to 12 percentage points, with differences of 10 to 12 points occurring on four objectives calling for higher order cognitive skills applied to making decisions.

A second pattern emerged in the performance of eleventh grade students that was not present among sixth graders: on nine of the ten objectives tested, eleventh graders from suburban districts performed significantly better than students from rural districts. Differences ranged between 4 and 11 percentage points. On three objectives involving higher order cognitive skills and application to decision making, between 9 and 11 percent more suburban students demonstrated mastery than did eleventh grade students from rural districts.

Percentages of students in five categories of school district size (average daily attendance) were also analyzed. The findings were very much like those among the five types of school districts; students in small districts performed like those in rural districts, and students in urban districts performed like those in the largest districts.

For definitions of classifications of school districts, see Appendix B, page 36. Appendix C, page 43 provides information about the level of performance of students by objective for each classification of school districts.

## PERCENT OF SIXTH GRADE STUDENTS MASTERING READING OBJECTIVES BY TYPE OF SCHOOL DISTRICT

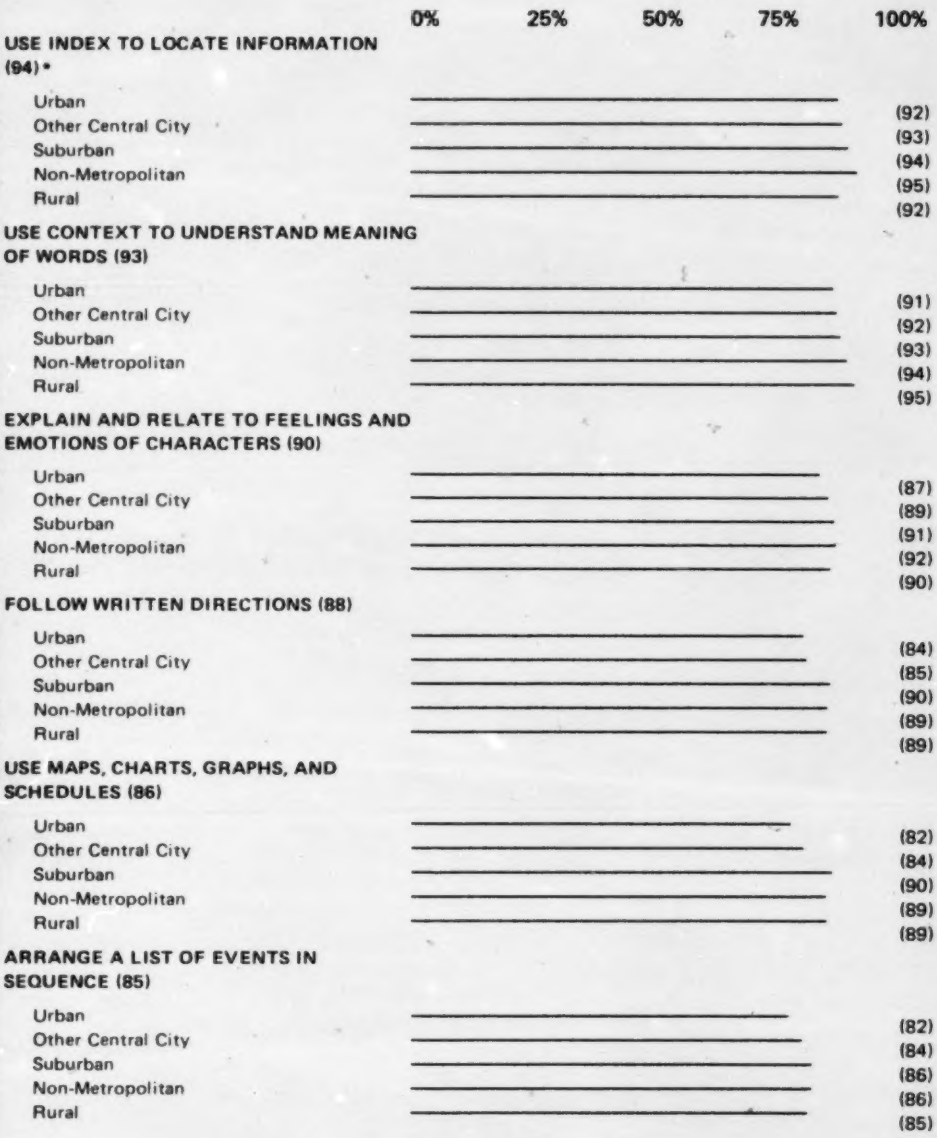
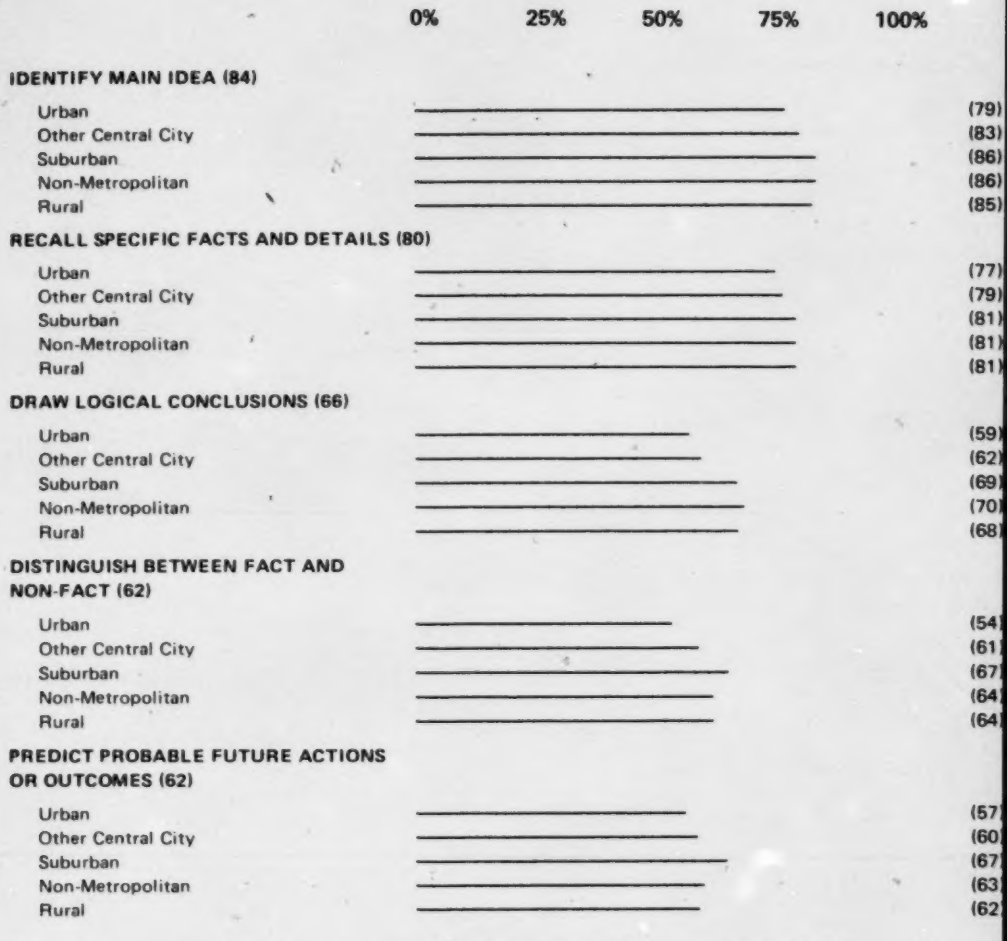



FIGURE 7

**FIGURE 7 (Continued)**




*Numerals in parenthesis ( ) indicate the percent of students statewide that mastered each objective.

## PERCENT OF ELEVENTH GRADE STUDENTS MASTERING READING OBJECTIVES BY TYPE OF SCHOOL DISTRICT

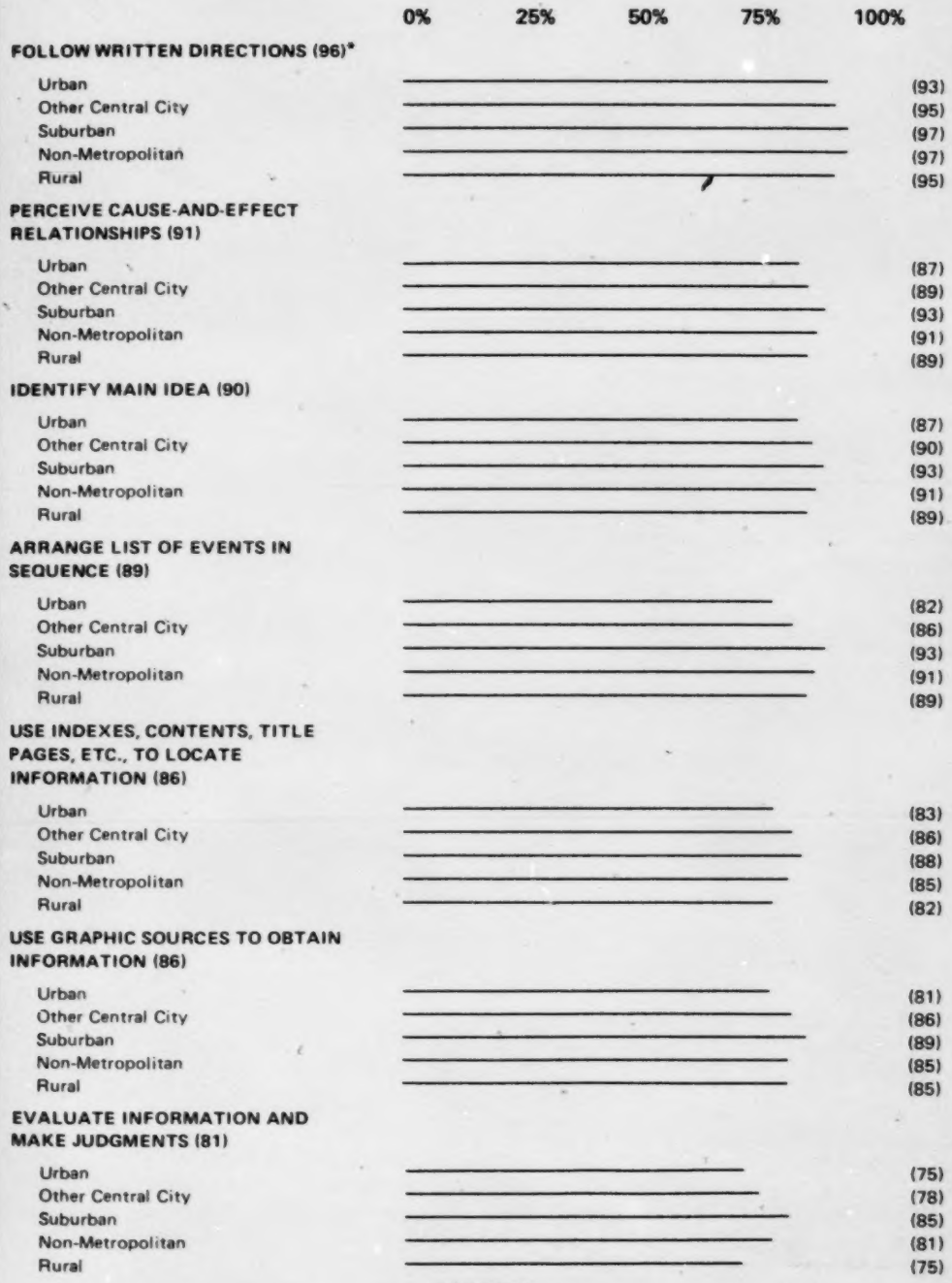
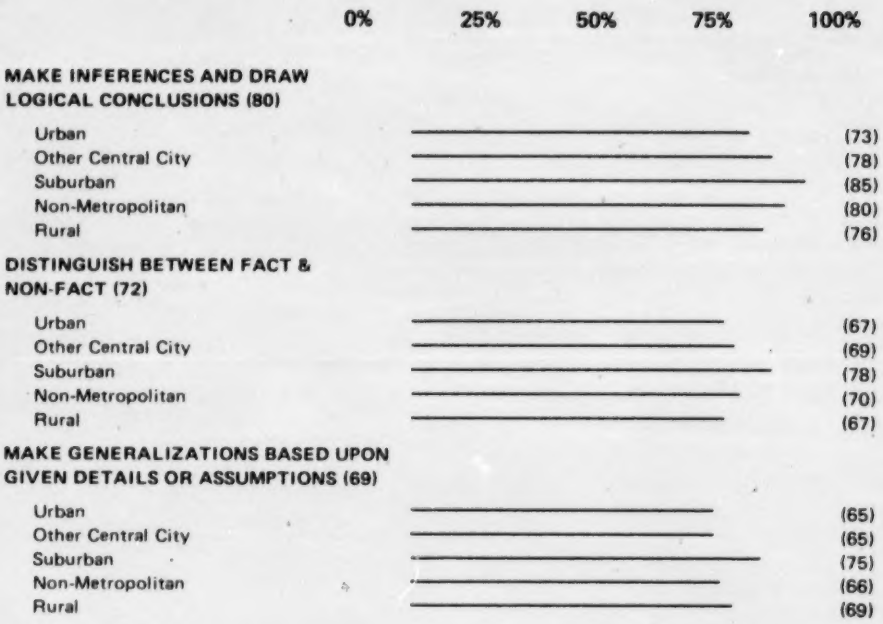



FIGURE 8

**FIGURE 8 (Continued)**




*Numerals in parenthesis ( ) indicate the percent of students statewide that mastered each objective.

## FAMILY ECONOMIC STATUS

Studies have shown a relationship between student performance and economic status of the family. Eligibility for participation in the National School Lunch Program, which provides free or reduced price meals for students, is a dependable indicator of low economic status of families. Eligibility for this program, which operates in 1,063 of the 1,100 school districts in Texas, is based on family income and the number of children in the family. Information about eligibility for free or reduced price lunch was taken from school records. Based on this criterion, about 36 percent of Texas sixth graders were identified as members of low income families.

Among sixth graders, lower percentages of students from low income families demonstrated mastery on all eleven objectives than did students who were not from low income families.* The largest difference, 30 percentage points, occurred on the objective "distinguish between fact and non-fact."

Percentages of eleventh graders from low income families who demonstrated mastery were also lower than those of students not from low income families for all of the ten objectives. Greatest differences, from 22 to 28 percentage points, occurred on four objectives requiring higher order cognitive skills and application to making decisions.

*Detailed results on the remaining factors discussed in this report are contained in tables in Appendix C, page 43.

## PER PUPIL EXPENDITURE

School districts were placed in five categories according to state and local expenditures for each pupil. Categories of per pupil expenditure were defined as follows: Under $700; $700 to $799; $800 to $899; $900 to $999; and Over $1,000.*

The only consistent difference found was among eleventh graders on four of the objectives requiring higher order cognitive skills and application of skills to making decisions. On these four objectives, percentages of students attaining mastery from districts which expended less than $700 per pupil were between 7 and 14 percentage points below those of students from districts which expended $700 or more per pupil.

To reach any definitive conclusions about the relationship between per pupil expenditure and levels of student achievement, information would be necessary in such areas as:

- All sources of funds (beyond state and local sources), to give a total picture of amounts of money being spent per pupil by a district,
- Distribution of funds to campuses within a district and to programs for specified student populations within a campus,
- Variations in patterns of student achievement within districts.

## STUDENT POPULATIONS WITH SPECIAL LEARNING CHARACTERISTICS

Based on information provided by school personnel, students administered the reading tests were grouped according to eligibility for and participation in the following special programs:

- Gifted and Talented – Is the student participating in a planned program of differentiated instruction for the gifted and/or talented?
- Title I Regular – Is the student a participant in the federally funded program for educationally disadvantaged students?
- State Compensatory Education – Is the student a participant in the state funded program for educationally disadvantaged students?
- Special Education – Is the student a participant in a specific school program for persons who are mentally and/or physically handicapped?

*District expenditures for debt retirement, capital improvements, and programs involving federal funds are not included in these figures.

Appendix C, page 43 describes performance by objective for groups of students eligible for and participating in these special programs.

Among the special education programs, only those students participating in programs for the language and/or learning disabled were tested in sufficient numbers for results to be reliably reported.

The performance of students in these groups followed predictable patterns:

- On most of the objectives at both grades six and eleven, gifted and talented students performed better than non-gifted students, although their giftedness may have been in areas such as leadership, music or art. Performance of gifted students was markedly superior on the objective "distinguish between fact and non-fact" where at least 21 percent more gifted students in both grades demonstrated mastery than did their non-gifted counterparts.

- Sixth graders eligible for and participating in compensatory education programs performed less well on all objectives than did students who did not participate in this program.

- Sixth grade students identified as having a language and/or learning disability performed lowest of all students tested on all objectives.

In general, the student performance data indicate that school districts have correctly identified students with special learning characteristics and placed them in appropriate programs to address their special needs.

## HOME FACTORS RELATED TO READING ACHIEVEMENT

Students were asked to provide information about home conditions believed to influence learning. Variables on which data were collected include: (1) language(s) spoken in the home, (2) reading materials in the home, (3) amount of time spent watching television, (4) amount of time spent on homework per week, (5) educational level of parents, and (6) educational aspirations of eleventh graders. Student performance in relation to these home factors is displayed in Appendix C, page 43.

These characteristics should not necessarily be regarded as having a direct cause-and-effect relationship with the performance of students. However, they may reveal consistent differences between high and low achievers.

### LANGUAGE(S) SPOKEN IN THE HOME

Students were asked to respond to questions about dominant home language. Responses to questions, "Is English the language spoken most often in your home?", and "Is a language other than English spoken in your home?", were combined to establish the categories: "Use Only English," "Use English Most Often," and "Use Another Language Most Often."

In both sixth and eleventh grades, significantly higher percentages of students reporting only English spoken in the home demonstrated mastery of each objective than did students reporting a language other than English. The greatest differences in percentage of mastery between these groups at the sixth grade was 30 points on the objective "distinguish fact from non-fact." Among eleventh graders differences were 30 percentage points or more on three objectives calling for higher order cognitive skills.

### READING MATERIALS IN THE HOME

A factor believed to be associated with student learning is the accessibility of reading materials in the home. Students were asked whether they had regular access in their homes to: (1) newspapers, (2) magazines, (3) encyclopedias, and (4) more than 25 books. Student responses were combined to form an index of the overall availability of reading materials in the home. The index categorized students' homes as having none, one, two, three, or four types of reading materials listed. Performance of students on each objective is shown in Appendix C, page 43.

In both grades, increased performance was associated with greater availability of reading materials in the home. The greatest differences in percentages of students attaining mastery occurred on those objectives calling for higher order cognitive skills and application of skills to decision making, these differences ranging between 24 and 37 percentage points.

## TIME REPORTED WATCHING TELEVISION

The test results were analyzed for five categories of students who: (1) watched no television on the day before the test, (2) watched one to two hours, (3) watched two to four hours, (4) watched four to five hours, and (5) watched five hours or more.

The performance of sixth grade students who reported watching television for one to four hours on the day before the test exceeded that of students who reported watching five or more hours of television on all eleven objectives. These differences were significant for all five of the objectives calling for higher order cognitive skills and applications.

Among eleventh graders, those who reported watching television none at all or up to two hours on the day before they took the test attained higher percentages of mastery on all ten objectives than did students who watched television five hours or more. These differences ranged from 8 to 25 percentage points, and were generally largest for those objectives calling for the application of higher order cognitive skills.

## HOMEWORK

Students were divided into four groups on this variable: (1) no homework assigned, (2) assigned but do not do, (3) less than five hours per week, and (4) over five hours per week.

In the sixth grade, a consistent pattern was found in the relationship between homework completed and mastery of objectives:

- Students who did some homework performed significantly better on every objective than those who reported that no homework was assigned.

- Students who reported no homework assigned, in turn, performed significantly better on every objective than those who reported that they did not complete assigned homework.

On nine of the ten objectives, eleventh grade students who reported that they did some homework performed better than those reporting that no homework was assigned. Performance of students who reported doing one to five hours homework per week was similar to that of students who did five hours or more homework.

## EDUCATIONAL LEVELS OF PARENTS AND EDUCATIONAL ASPIRATIONS OF THE STUDENTS

Students in grade eleven were asked to state whether their parents had attended and/or graduated from high school, and whether the students themselves expected to graduate from high school and attend a vocational/technical school, two-year college, four-year college, or graduate school. On most of the objectives, percentages of students demonstrating mastery increased with increased levels of parents' education as well as

with higher educational aspirations of the students themselves. Differences on both of these dimensions were most pronounced for the objectives "distinguish fact from non-fact" and "arrive at a generalization from a given series of details and/or assumptions," ranging from 31 to 35 percentage points.

## MAJOR FINDINGS

1. Sixth grade students performed well (90 percent or more mastery) on three of the eleven reading objectives tested. Their achievement was low (below 75 percent mastery) on three objectives judged to involve the higher order skills of "drawing logical conclusions," "predicting future outcomes," and "distinguishing between fact and non-fact."

2. Eleventh graders performed well (90 percent mastery) on three of the ten objectives measured. Their achievement was low (below 75 percent mastery) on two objectives dealing with the higher order competencies of "making generalizations based on information given" and "distinguishing between fact and non-fact."

3. Recognizing that the separate tests for sixth and eleventh grades were not designed for specific comparison, and that the data collected in this study were not longitudinal, an approximate comparison can be made between the performance of sixth grade and eleventh grade students. Performance of eleventh graders was better on objectives judged to be similar for the two grades. A larger proportion of eleventh graders (43 percent) attained mastery of all the objectives measured by the test than sixth graders (33 percent). While this does not represent statistical proof, it supports the observation that performance of students in the eleventh grade was generally better than that of sixth graders.

4. Performance of students in the 20 regions of the state followed a pattern similar to statewide results. In Region XIII, where the proportions of ethnic groups within the region are very similar to the proportions within the state as a whole, both sixth and eleventh grade students attained mastery levels similar to those attained by students statewide. In some of the regions where ethnic proportions differ substantially from the state, performance of students varied in a predictable direction from statewide results. In Regions IX and XVI, both of which have relatively small proportions of ethnic minority students, performance of students was higher than statewide results on many of the objectives. In Region I, with a high proportion of ethnic minority students, performance was below statewide results on many of the objectives.

5. Sixth grade females performed significantly better than males on almost all objectives. On one objective, "predict possible future actions or outcomes," 13 percent more females demonstrated mastery than males. While performance of eleventh grade females was better than males for some of the objectives measured, the differences were less pronounced than they were between males and females in the sixth grade.

6. The most pronounced differences in performance for the various groups studied were found among the three ethnic groups. "Other" students in grades six and eleven attained high levels of mastery (90 percent or higher) on 13 of 21 objectives tested, and low levels of mastery (below 75 percent) on two of the objectives at grade six. Black students in grades six and eleven attained high mastery level on one of the 21 objectives and low mastery levels on 13 objectives. Performance of Mexican American students was between that of black and "other" students, with high levels of mastery on two objectives and low mastery levels on eight objectives.

   Larger differences among the three ethnic groups were generally found on those objectives judged to involve higher order cognitive skills applied to decision making. The largest difference found was between "other" students and black students in both grades on the objective "distinguish between fact and non-fact."

   Three times the percentage of "other" students as black students demonstrated mastery of all the objectives measured in each grade. More than twice the percentage of "other" students as Mexican American students in each grade mastered all the objectives.

7. Among the five types of school districts, performance of both sixth and eleventh grade students in suburban districts was better on almost all objectives than that of students in urban districts. Largest differences in mastery occurred on objectives calling for higher order cognitive skills and decision-making competencies.

   No significant differences were found in the performance of sixth grade students from suburban and rural districts; however, eleventh grade students in suburban districts performed better on almost all objectives than did eleventh graders in rural districts.

   Largest differences in performance of students in these types of districts were found on those objectives calling for higher order cognitive skills and application of skills to decision-making.

8. In both grades six and eleven, lower percentages of students from low income families demonstrated mastery on every one of the objectives tested than students not from low income families. The largest differences in performance of these two groups of students in both grades occurred on the objective "distinguish between fact and non-fact."

9. On four objectives involving higher order cognitive skills, eleventh grade students in school districts which expended more than $700 state and local funds per pupil per year performed better than students in districts expending less than $700. Among sixth graders, no consistent differences in performance related to this factor were found.

10. Based on the data in this study, school districts appear to have identified students with special learning characteristics and placed them in programs appropriate to their special needs.

11. Relationships were found between student performance on reading objectives and several factors present in the students' homes:

- **Language(s) Spoken in the Home** – Students reporting only English spoken at home performed better on almost every objective in both sixth and eleventh grades than students who reported another language spoken predominantly. Greatest differences in the performance of these two groups occurred on those objectives involving higher order competencies and application of skills to decision making.

- **Reading Materials in the Home** – Students who reported many reading materials available at home performed better than students from homes with few reading materials. Levels of mastery generally increased as amounts of available reading materials increased. Differences in student performance related to this factor were more pronounced on objectives requiring higher order cognitive skills and application of competencies to decision making.

- **Time Spent Watching Television** – On six objectives, including all those that call for the application of higher order reading competencies, sixth grade students who reported watching up to four hours of television on the day before they took the test performed better than those who watched five or more hours. Eleventh graders who reported watching no television or up to two hours on the day before the test performed better on all objectives than students who watched five hours or more.

- **Homework** – In both grades, students who reported that they did homework performed better on all objectives than students who reported that they were assigned no homework or that they did not complete assigned homework.

- **Educational Levels of Parents and Educational Aspirations of Students** – Among eleventh grade students a direct relationship was found between higher educational levels attained by parents and higher student performance on essential reading objectives. Students planning to attend graduate or professional school performed better than those whose educational aim is limited to completing high school.

12. Two important general relationships are pervasive in the performance of all the groups analyzed in this study:

- Students in both grades attained higher levels of mastery on objectives calling for the acquisition of more specific and concrete basic reading skills than they did on those objectives calling for higher order cognitive skills and the application of skills to decision making. Both of these types of objectives are essential and equally important for students to master.

- Lower performance was consistently demonstrated by ethnic minority students and by students who come from low income families.

## CONCLUSION

Many sixth and eleventh grade students in Texas are satisfactorily mastering essential reading competencies. At the same time, significant numbers of some groups of students have not achieved these learning objectives as well as some of their peers, or at the 90 percent mastery level which is desired (Level I). In every one of the groups for which average performance was low, however, some students demonstrated mastery on all or most of the objectives tested.

Findings about reading achievement of students in this report should be considered along with the findings from the norm-referenced test of reading reported in a companion document, and with other reliable information about reading achievement, as a basis for locating strengths and weaknesses in reading instruction in the elementary and secondary schools of Texas. Where strengths are found, they should be preserved and enhanced. For weaknesses identified, ways to improve instructional programs should be found so that better learning opportunities can be provided for those students who are not now achieving satisfactorily. With the development, implementation, and continuous improvement of effective instructional techniques, every student who is willing to work at it should be able to master these essential reading objectives by the time high school is completed.

## APPENDIX A

## ESSENTIAL READING OBJECTIVES

### MID-POINT LEVEL

**GENERAL COMPREHENSION SKILLS**

*AFTER READING A GIVEN SELECTION AT A REASONABLE RATE AND AT A LEVEL OF DIFFICULTY APPROPRIATE TO AGE-LEVEL EXPECTATION, THE LEARNER CAN:*

1. Identify the main idea.
2. Recall specific facts and details.
3. Arrange a list of events in sequence.
4. Recognize the similarities and/or differences with another selection.
5. Distinguish between real and make-believe.
6. Distinguish between fact and non-fact.
7. Draw logical conclusions.
8. Write an appropriate conclusion to a given sequence of events.
9. Predict probable future actions or outcomes.
10. Use context to understand the meaning of words.

**APPLIED READING COMPREHENSION SKILLS**

*IN A GIVEN SITUATION REQUIRING THE APPLICATION OF READING SKILLS, AND AT A LEVEL OF DIFFICULTY APPROPRIATE TO AGE-LEVEL EXPECTATION, THE LEARNER CAN:*

11. Use a card catalog to find the author, title, and subject cards for the same book.
12. Use an index to locate information (e.g., in newspapers and reference materials).
13. Use guide words to locate specific information in a dictionary or encyclopedia.
14. Select words or phrases from a passage that indicate under what topic information in other materials may be found.
15. Use maps, charts, graphs, and schedules to get information.
16. Follow a set of written directions.
17. Survey the chapter titles, pictures, and summary paragraphs of a book to determine the general content of that book.

### HIGH-SCHOOL COMPLETION

**GENERAL COMPREHENSION SKILLS**

*AFTER READING A GIVEN SELECTION AT A REASONABLE RATE AND AT A LEVEL OF DIFFICULTY APPROPRIATE TO AGE-LEVEL EXPECTATION, THE LEARNER CAN:*

1. Identify the main idea.

2. Recall specific facts and details
3. Arrange a list of events in sequence.
4. Perceive cause and effect relationships.
5. Differentiate between figurative and literal language.
6. Evaluate and make judgments on the basis of information given.
7. Distinguish between fact and non-fact.
8. Recognize various persuasion devices.
9. Make inferences and draw logical conclusions.
10. Arrive at a generalization from a given series of details and/or assumptions.
11. Choose the appropriate meaning of multi-meaning words.

**APPLIED READING COMPREHENSION SKILLS**

*IN A GIVEN SITUATION REQUIRING THE APPLICATION OF READING COMPREHENSION SKILLS AND AT A LEVEL OF DIFFICULTY APPROPRIATE TO AGE-LEVEL EXPECTATION, THE LEARNER CAN:*

12. Follow written directions involving subordinate steps.
13. Use the various parts of a book and various kinds of books as aids in locating information (e.g., title page, table of contents, preface, index, dictionary, telephone book, encyclopedia, etc.).
14. Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules, etc.).
15. Understand commonly used terms and abbreviations used in such items as the classified section of a newspaper, application forms, payroll deduction statements.
16. Respond with understanding to printed materials normally associated with government and law (e.g., traffic citation, voter ballot, jury summons, subpoena, etc.).
17. Choose items for purchase on the basis of such written information as labels, newspaper and catalog descriptions.
18. Recognize and understand the vocabularies associated with a variety of occupations, special interests, and hobbies.

## APPENDIX B
## LABELS AND DEFINITIONS OF TAP REPORTING GROUPS

| GROUP LABEL | CATEGORY TITLE – NUMBER OF GROUPS<br>Group Definition – *SOURCE* of Data |
|---|---|
| | **ESC REGIONS – 20** |
| REGION I<br>⋮<br>REGION XX | Geographic regions served by education service centers.<br>*SOURCE:* Texas Education Agency (TEA) Management Information Center (MIC) data files. |
| | **DISTRICT TYPE – 5** |
| URBAN | The central cities of the state's seven largest Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of Census. |
| OTHER CENTRAL CITY | The central cities in the state's remaining Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of Census. |
| SUBURBAN | An outlying district adjacent to a Central City. |
| NON-METROPOLITAN | A district not defined as one of the other four types. |
| RURAL | A district of less than 1,000 ADA having no central town.<br>*SOURCE:* TEA MIC data files. |
| | **DISTRICT SIZE – 5** |
| ADA/50K+<br>ADA/10K-50K<br>ADA/3K-10K<br>ADA/500-3K<br>ADA/LESS 500 | Range of pupils in average daily attendance (ADA), e.g., "ADA/50K+" means "greater than 49,999 ADA."<br>*SOURCE:* TEA MIC data files. |

| GROUP LABEL | CATEGORY TITLE – NUMBER OF GROUPS<br>Group Definition – *SOURCE* of Data |
|---|---|
| | **PER PUPIL EXPENDITURE – 5** |
| PPE/$1-$700<br>PPE/$700-$799<br>PPE/$800-$899<br>PPE/$900-$999<br>PPE/$1000+ | Amount of money the district budgeted per pupil in 1976-77. (Exclusive of Capital Outlay or Federal Funds.)<br><br>*SOURCE:* TEA MIC data files. |
| | **ETHNICITY – 3** |
| BLACK<br>MEXICAN AMERICAN<br>OTHER | Ethnic designation filled in by school personnel for each pupil.<br><br>*SOURCE:* Pupil Information form (PI). |
| | **SEX – 2** |
| MALE<br>FEMALE | Sex designation filled in by the school personnel for each pupil.<br><br>*SOURCE:* PI |
| | **GIFTED/TALENTED – 2** |
| GIFTED/TALENTED-YES<br>GIFTED/TALENTED-NO | YES if the pupil "participates in a planned program of differentiated instruction for students identified as gifted and/or talented." Otherwise NO.<br><br>*SOURCE:* PI |
| | **LANGUAGE/LEARNING DISABILITY – 2** |
| L/L DISABILITY-YES<br>L/L DISABILITY-NO | YES if the school district identified the pupil as having a language and/or learning disability. Otherwise NO.<br><br>*SOURCE:* PI |

| GROUP LABEL | CATEGORY TITLE – NUMBER OF GROUPS<br>Group Definition – *SOURCE* of Data |
|---|---|
| | **FREE LUNCH ELIGIBLE – 2** |
| FREE LUNCH-YES<br>FREE LUNCH-NO | YES if the school district identified the pupil as "eligible for free or reduced price meals" based on family income and number of children in the family. Otherwise NO.<br><br>*SOURCE:* PI |
| | **TITLE I PARTICIPATION – 2** |
| TITLE I REGULAR-YES<br>TITLE I REGULAR-NO | YES if the school district indicated that the pupil participates in a Title I (Regular) program of federally-funded compensatory education programs and services for educationally disadvantaged pupils. Otherwise NO.<br><br>*SOURCE:* PI |
| | **MIGRANT PROGRAM PARTICIPATION – 2** |
| TITLE I MIGRANT-YES<br>TITLE I MIGRANT-NO | YES if the school district indicated that the pupil participates in a program to meet the unique needs of children of migrant workers and fishermen. Otherwise NO.<br><br>*SOURCE:* PI |
| | **STATE COMPENSATORY PARTICIPATION – 2** |
| STATE COMP. ED-YES<br>STATE COMP. ED-NO | YES if the school district indicated that the pupil participates in a State Compensatory Education program for educationally disadvantaged children. Otherwise NO.<br><br>*SOURCE:* PI |

| GROUP LABEL | CATEGORY TITLE – NUMBER OF GROUPS<br>Group Definition – *SOURCE* of Data |
|---|---|
| | **FREE LUNCH ELIGIBLE – 2** |
| FREE LUNCH-YES<br>FREE LUNCH-NO | YES if the school district identified the pupil as "eligible for free or reduced price meals" based on family income and number of children in the family. Otherwise NO.<br><br>*SOURCE:* PI |
| | **TITLE I PARTICIPATION – 2** |
| TITLE I REGULAR-YES<br>TITLE I REGULAR-NO | YES if the school district indicated that the pupil participates in a Title I (Regular) program of federally-funded compensatory education programs and services for educationally disadvantaged pupils. Otherwise NO.<br><br>*SOURCE:* PI |
| | **MIGRANT PROGRAM PARTICIPATION – 2** |
| TITLE I MIGRANT-YES<br>TITLE I MIGRANT-NO | YES if the school district indicated that the pupil participates in a program to meet the unique needs of children of migrant workers and fishermen. Otherwise NO.<br><br>*SOURCE:* PI |
| | **STATE COMPENSATORY PARTICIPATION – 2** |
| STATE COMP. ED-YES<br>STATE COMP. ED-NO | YES if the school district indicated that the pupil participates in a State Compensatory Education program for educationally disadvantaged children. Otherwise NO.<br><br>*SOURCE:* PI |

| GROUP LABEL | CATEGORY TITLE – NUMBER OF GROUPS<br>Group Definition – *SOURCE* of Data |
|---|---|
| | **READING MATERIALS IN THE HOME – 4** |
| READ MATERIALS-0-1 | Pupil responded YES to **zero or one** of the above four questions. |
| READ MATERIALS-2 | Pupil responded YES to any **two** of the above four questions. |
| READ MATERIALS-3 | Pupil responded YES to any **three** of the above four questions. |
| READ MATERIALS-4 | Pupil responded YES to all **four** of the above four questions. |
| | *SOURCE:* TS |
| | **READING FOR FUN – 2** |
| READ BOOKS-YES<br>READ BOOKS-NO | Pupil response to "Do you read books for fun, even when they are not for school?" |
| | *SOURCE:* TS |
| | **TV WATCHING TIME – 5** |
| TV-NONE<br>TV-1-2 HOURS<br>TV-2-4 HOURS<br>TV-4-5 HOURS<br>TV-OVER 5 HOURS | Amount of time the pupil indicated watching TV the previous night.<br>*SOURCE:* TS |
| | **HOMEWORK TIME PER WEEK – 4** |
| | The pupil indicated the following: |
| HMWK-NONE ASSIGNED | No homework is ever assigned. |

| GROUP LABEL | CATEGORY TITLE – NUMBER OF GROUPS<br>Group Definition – *SOURCE* of Data |
|---|---|
| | **– Homework Time Per Week (Continued) –** |
| HMWK-DON'T DO | The pupil has homework, but doesn't do it. |
| HMWK-LESS 5 HOURS/WK | The pupil does less than 5 hours homework per week. |
| HMWK-OVER 5 HOURS/WK | The pupil does more than 5 hours homework per week. |
| | *SOURCE:* TS |
| | **HOME LANGUAGE – 3** |
| LANGUAGE USED-ENGLISH | The pupil indicated that **only English** is used in the home. |
| LANGUAGE USED-MIXTURE | English is the most often spoken in the home, but another language is also spoken. |
| LANGUAGE USED-NON-ENG. | English is not the language most often spoken in the home. |
| | *SOURCE:* TS |
| | **PARENTS' EDUCATION – 4**<br>**(Grade 11, Age 17 Only)** |
| PARENT NO H.S. | Neither parent went to high school. |
| PARENT SOME H.S. | At least one parent went to high school but neither graduated. |
| PARENT H.S. GRAD. | At least one parent graduated from high school. |
| PARENT POST H.S. | At least one parent had some post high school education. |
| | *SOURCE:* TS |

| GROUP LABEL | CATEGORY TITLE – NUMBER OF GROUPS<br>Group Definition – *SOURCE* of Data |
|---|---|

**PUPIL'S EDUCATIONAL EXPECTATIONS – 5**
**(Grade 11, Age 17 Only)**

Pupil expects to:

| | |
|---|---|
| EXP. GRAD. H.S. | Graduate from high school. |
| EXP. VOC, TECH, TRADE | Go to a vocational, technical, trade, or business school. |
| EXP. JR. COLLEGE | Go to a two-year or junior college. |
| EXP. FOUR-YR COLLEGE | Go to a four-year college or university. |
| EXP. GR. OR PROF. SCHOOL | Go to a graduate or professional school after college. |

*SOURCE:* TS

## APPENDIX C

## PERCENT OF SIXTH GRADE STUDENTS MASTERING ESSENTIAL OBJECTIVES IN READING BY REPORTING GROUPS

| OBJECTIVES MEASURED, GRADE 6 READING | | District ADA | | | | | Type of School District | | | | | Category of Sch. Dist. by Per Pupil Expenditure | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | State-wide Results | 50 K + | 10 K - 50 K | 3 K - 10 K | 500 - 3 K | Less than 500 | Urban | Other Central City | Suburban | Non-Metropolitan | Rural | Under $700 | $700 to $799 | $800 to $899 | $900 to $999 | Over $1,000 |
| Use an index to locate information (e.g., in newspapers and reference materials). | 94 | 92 | 92 | 94 | 94 | 92 | 92 | 93 | 94 | 95 | 92 | 92 | 92 | 94 | 94 | 94 |
| Use context to understand the meaning of words. | 93 | 91 | 93 | 93 | 94 | 94 | 91 | 92 | 94 | 94 | 94 | 91 | 91 | 93 | 94 | 93 |
| Explains and relates to feelings and emotions of characters. | 90 | 86 | 91 | 91 | 92 | 91 | 87 | 89 | 91 | 92 | 90 | 88 | 87 | 91 | 90 | 91 |
| Follow a set of written directions. | 88 | 84 | 88 | 89 | 90 | 89 | 84 | 85 | 90 | 89 | 89 | 86 | 84 | 89 | 89 | 88 |
| Use maps, charts, graphs, and schedules to get information. | 86 | 82 | 88 | 86 | 88 | 87 | 82 | 84 | 90 | 87 | 87 | 85 | 85 | 87 | 88 | 86 |
| Arrange a list of events in sequence. | 85 | 82 | 85 | 86 | 87 | 85 | 82 | 84 | 86 | 86 | 85 | 81 | 81 | 87 | 86 | 85 |
| Identify the main idea. | 84 | 78 | 85 | 85 | 86 | 85 | 79 | 83 | 86 | 86 | 85 | 80 | 80 | 85 | 86 | 84 |
| Recall specific facts and details. | 80 | 77 | 80 | 78 | 83 | 82 | 77 | 79 | 81 | 81 | 81 | 78 | 75 | 82 | 81 | 82 |
| Draw logical conclusions. | 66 | 59 | 65 | 69 | 72 | 68 | 59 | 62 | 69 | 70 | 68 | 66 | 63 | 67 | 66 | 67 |
| Distinguish between fact and non-fact. | 62 | 54 | 64 | 65 | 65 | 62 | 54 | 61 | 67 | 64 | 64 | 57 | 60 | 64 | 65 | 63 |
| Predict probable future actions or outcomes. | 62 | 56 | 65 | 63 | 64 | 63 | 57 | 60 | 67 | 63 | 62 | 60 | 58 | 64 | 64 | 62 |

## GRADE SIX READING RESULTS (CONT.)

| OBJECTIVES | Gifted & Talented | | Spl. Ed. / L. Lo | | Free Lunch | | Title I Regular | | Title I Migrant | | State Comp. Ed | | Comp. Ed. Index | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| Use an index to locate information (e.g., in newspapers and reference materials). | 96 | 94 | 67 | 95 | 89 | 97 | 87 | 95 | 85 | 94 | 90 | 94 | 88 | 96 |
| Use context to understand the meaning of words. | 95 | 93 | 74 | 94 | 88 | 96 | 86 | 94 | 80 | 93 | 92 | 93 | 87 | 95 |
| Explains and relates to feelings and emotions of characters. | 97 | 90 | 58 | 91 | 84 | 94 | 78 | 93 | 80 | 90 | 83 | 91 | 80 | 94 |
| Follow a set of written directions. | 93 | 88 | 57 | 89 | 80 | 92 | 76 | 91 | 73 | 88 | 81 | 88 | 77 | 92 |
| Use maps, chart, graphs, and schedules to get information. | 94 | 86 | 61 | 87 | 75 | 93 | 71 | 90 | 72 | 87 | 77 | 87 | 73 | 91 |
| Arrange a list of events in sequence. | 95 | 85 | 49 | 86 | 77 | 90 | 71 | 88 | 75 | 85 | 78 | 85 | 73 | 89 |
| Identify the main idea. | 93 | 84 | 49 | 85 | 73 | 90 | 68 | 88 | 63 | 85 | 74 | 85 | 69 | 89 |
| Recall specific facts and details. | 87 | 80 | 47 | 82 | 70 | 86 | 66 | 84 | 64 | 81 | 74 | 81 | 69 | 84 |
| Draw logical conclusions. | 82 | 66 | 33 | 68 | 55 | 73 | 46 | 71 | 51 | 67 | 52 | 67 | 48 | 72 |
| Distinguish between fact and non-fact. | 90 | 62 | 24 | 64 | 44 | 74 | 37 | 68 | 39 | 63 | 46 | 64 | 39 | 70 |
| Predict probable future actions or outcomes. | 83 | 62 | 26 | 64 | 51 | 69 | 45 | 66 | 43 | 63 | 54 | 63 | 46 | 68 |

## GRADE SIX READING RESULTS (CONT.)

| OBJECTIVES | Newspaper in Home | | Magazines in Home | | Books in Home | | Encyclo in Home | | Reading Material in Home | | | | Spend Sks for Fun | | Time Spent Watching T V | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No | None or One | Two | Three | Four | Yes | No | None | 1 to 2 Hours | 2 to 4 Hours | 4 to 5 Hours | 5 Hours or More |
| Use an index to locate information (e.g., in newspapers and reference materials). | 95 | 91 | 96 | 93 | 95 | 84 | 96 | 90 | 85 | 92 | 95 | 97 | 95 | 88 | 92 | 95 | 95 | 93 | 90 |
| Use context to understand the meaning of words. | 94 | 91 | 95 | 92 | 96 | 83 | 95 | 90 | 84 | 93 | 93 | 96 | 94 | 88 | 92 | 94 | 95 | 90 | 88 |
| Explains and relates to feelings and emotions of characters. | 92 | 87 | 93 | 89 | 92 | 75 | 94 | 85 | 78 | 88 | 92 | 95 | 92 | 81 | 88 | 93 | 93 | 87 | 82 |
| Follow a set of written directions. | 90 | 85 | 91 | 86 | 90 | 71 | 91 | 84 | 77 | 85 | 89 | 93 | 90 | 81 | 88 | 91 | 91 | 86 | 78 |
| Use maps, charts, graphs, and schedules to get information. | 89 | 82 | 90 | 83 | 90 | 64 | 90 | 80 | 70 | 84 | 89 | 93 | 87 | 82 | 88 | 88 | 90 | 84 | 75 |
| Arrange a list of events in sequence. | 88 | 81 | 88 | 83 | 87 | 69 | 88 | 80 | 72 | 82 | 87 | 91 | 87 | 77 | 82 | 88 | 89 | 80 | 77 |
| Identify the main idea. | 87 | 79 | 88 | 80 | 87 | 61 | 88 | 77 | 69 | 79 | 86 | 92 | 86 | 75 | 83 | 88 | 87 | 78 | 71 |
| Recall specific facts and details. | 83 | 76 | 84 | 77 | 83 | 60 | 84 | 75 | 67 | 77 | 81 | 88 | 83 | 70 | 82 | 83 | 84 | 79 | 69 |
| Draw logical conclusions. | 69 | 60 | 72 | 61 | 70 | 46 | 70 | 60 | 49 | 61 | 67 | 76 | 69 | 54 | 65 | 72 | 70 | 63 | 52 |
| Distinguish between fact and non-fact. | 67 | 54 | 70 | 54 | 67 | 31 | 68 | 52 | 40 | 54 | 64 | 77 | 66 | 50 | 63 | 68 | 68 | 58 | 43 |
| Predict probable future actions or outcomes. | 65 | 57 | 67 | 57 | 66 | 41 | 66 | 55 | 48 | 57 | 63 | 72 | 65 | 53 | 64 | 67 | 66 | 56 | 50 |

## GRADE SIX READING RESULTS (CONT.)

| | Homework | | | | Language | | |
|---|---|---|---|---|---|---|---|
| | None Assigned | Don't do | Less 5 hrs. / wk. | Over 5 hrs. / wk. | English Only | Two Lang. | Non-English |
| Use an index to locate information (e.g., in newspapers and reference materials). | 87 | 78 | 96 | 94 | 97 | 94 | 89 |
| Use context to understand the meaning of words. | 88 | 80 | 96 | 93 | 97 | 93 | 87 |
| Explains and relates to feelings and emotions of characters. | 80 | 69 | 94 | 93 | 95 | 91 | 85 |
| Follow a set of written directions. | 81 | 68 | 91 | 91 | 93 | 88 | 81 |
| Use maps, charts, graphs, and schedules to get information. | 77 | 72 | 89 | 89 | 93 | 85 | 79 |
| Arrange a list of events in sequence. | 75 | 64 | 88 | 89 | 91 | 84 | 78 |
| Identify the main idea. | 74 | 68 | 88 | 88 | 91 | 84 | 75 |
| Recall specific facts and details. | 71 | 63 | 84 | 84 | 88 | 80 | 72 |
| Draw logical conclusions. | 55 | 46 | 71 | 71 | 73 | 66 | 58 |
| Distinguish between fact and non-fact. | 49 | 38 | 67 | 69 | 74 | 61 | 44 |
| Predict probable future actions or outcomes. | 53 | 37 | 66 | 68 | 69 | 63 | 53 |

## PERCENT OF ELEVENTH GRADE STUDENTS MASTERING ESSENTIAL OBJECTIVES IN READING BY REPORTING GROUPS

| OBJECTIVES MEASURED, GRADE 11 READING | | District ADA | | | | | Type of School District | | | | | Category of Sch. Dist. by Per Pupil Expenditure | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Statewide Results | 50 K + | 10 K - 50 K | 3 K - 10 K | 500 - 3 K | Less than 500 | Urban | Other Central City | Suburban | Non-Metropolitan | Rural | Under $700 | $700 to $799 | $800 to $899 | $900 to $999 | Over $1,000 |
| Follow written directions involving subordinate steps. | 96 | 93 | 96 | 98 | 96 | 96 | 93 | 95 | 97 | 97 | 95 | 95 | 97 | 96 | 96 | 96 |
| Perceive cause-and-effect relationships. | 91 | 87 | 91 | 93 | 90 | 91 | 87 | 89 | 93 | 91 | 89 | 88 | 92 | 91 | 91 | 90 |
| Identify the main idea. | 90 | 88 | 92 | 92 | 89 | 90 | 87 | 90 | 93 | 90 | 88 | 88 | 89 | 92 | 90 | 90 |
| Arrange a list of events in sequence. | 89 | 82 | 91 | 92 | 86 | 91 | 82 | 86 | 93 | 89 | 88 | 89 | 87 | 88 | 89 | 89 |
| Use the various parts of a book and various kinds of books as aids in locating information (e.g., title page, table of contents, preface, index, dictionary, telephone book, encyclopedia, etc.). | 86 | 82 | 87 | 88 | 84 | 83 | 83 | 86 | 88 | 85 | 82 | 86 | 85 | 86 | 84 | 86 |
| Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules, etc.). | 86 | 81 | 87 | 89 | 83 | 88 | 81 | 86 | 89 | 85 | 85 | 84 | 85 | 86 | 86 | 85 |
| Evaluate and make judgments on the basis of information given. | 81 | 74 | 83 | 85 | 78 | 80 | 75 | 78 | 85 | 81 | 75 | 73 | 82 | 82 | 81 | 81 |
| Make inferences and draw logical conclusions. | 80 | 72 | 82 | 84 | 76 | 83 | 73 | 78 | 85 | 80 | 76 | 72 | 81 | 80 | 83 | 79 |
| Distinguish between fact and non-fact. | 72 | 66 | 75 | 75 | 67 | 71 | 67 | 69 | 78 | 70 | 67 | 61 | 70 | 75 | 72 | 72 |
| Arrive at a generalization from a given series of details and/or assumptions. | 69 | 64 | 71 | 73 | 63 | 73 | 65 | 65 | 75 | 66 | 69 | 59 | 68 | 71 | 72 | 69 |

## GRADE ELEVEN READING RESULTS (CONT.)

| OBJECTIVES | Gifted & Talented | | Spl. Ed. L-Lo | | Free Lunch | | Title I Regular | | Title I Migrant | | State Comp. Ed | | Comp. Ed. Index | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| Follow written directions involving subordinate steps. | 99 | 96 | | | 92 | 97 | | | | | | | | |
| Perceive cause-and-effect relationships. | 95 | 90 | | | 82 | 92 | | | | | | | | |
| Identify the main idea. | 97 | 90 | | | 79 | 92 | | | | | | | | |
| Arrange a list of events in sequence. | 97 | 88 | | | 78 | 91 | | | | | | | | |
| Use the various parts of a book and various kinds of books as aids in locating information (e.g., title page, table of contents, preface, index, dictionary, telephone book, encyclopedia, etc.). | 97 | 85 | | | 75 | 88 | | | | | | | | |
| Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules, etc.). | 95 | 85 | | | 71 | 88 | | | | | | | | |
| Evaluate and make judgments on the basis of information given. | 92 | 80 | | | 62 | 84 | | | | | | | | |
| Make inferences and draw logical conclusions. | 92 | 79 | | | 59 | 84 | | | | | | | | |
| Distinguish between fact and non-fact. | 92 | 71 | | | 48 | 76 | | | | | | | | |
| Arrive at a generalization from a given series of details and/or assumptions. | 85 | 68 | | | 46 | 73 | | | | | | | | |

## GRADE ELEVEN READING RESULTS (CONT.)

| OBJECTIVES | Newspaper in Home | | Magazines in Home | | Books in Home | | Encyclo in Home | | Reading Material in Home | | | | Read Stts for Fun | | Time Spent Watching T.V. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No | None or One | Two | Three | Four | Yes | No | None | 1 to 2 Hours | 2 to 4 Hours | 4 to 5 Hours | 5 Hours or More |
| Follow written directions involving subordinate steps. | 97 | 93 | 97 | 92 | 97 | 86 | 97 | 91 | 82 | 90 | 96 | 98 | 96 | 96 | 97 | 96 | 96 | 96 | 88 |
| Perceive cause-and-effect relationships. | 92 | 86 | 93 | 85 | 91 | 82 | 92 | 87 | 80 | 82 | 89 | 94 | 92 | 87 | 91 | 93 | 90 | 87 | 79 |
| Identify the main idea. | 92 | 84 | 93 | 84 | 92 | 74 | 92 | 84 | 72 | 82 | 89 | 94 | 92 | 86 | 92 | 93 | 89 | 86 | 76 |
| Arrange a list of events in sequence. | 90 | 82 | 91 | 81 | 90 | 74 | 90 | 80 | 67 | 83 | 85 | 93 | 90 | 85 | 91 | 91 | 86 | 82 | 79 |
| Use the various parts of a book and various kinds of books as aids in locating information (e.g., title page, table of contents, preface, index, dictionary, telephone book, encyclopedia, etc.). | 87 | 78 | 88 | 79 | 87 | 70 | 87 | 79 | 67 | 76 | 84 | 90 | 88 | 81 | 87 | 88 | 83 | 85 | 76 |
| Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules, etc.). | 88 | 74 | 89 | 75 | 87 | 65 | 87 | 78 | 62 | 76 | 81 | 91 | 87 | 81 | 87 | 89 | 82 | 81 | 67 |
| Evaluate and make judgments on the basis of information given. | 83 | 68 | 85 | 69 | 82 | 62 | 82 | 73 | 55 | 69 | 75 | 87 | 83 | 76 | 83 | 83 | 79 | 73 | 65 |
| Make inferences and draw logical conclusions. | 82 | 70 | 84 | 68 | 81 | 60 | 82 | 68 | 55 | 67 | 75 | 86 | 83 | 72 | 82 | 83 | 79 | 69 | 63 |
| Distinguish between fact and non-fact. | 74 | 58 | 77 | 57 | 74 | 44 | 74 | 59 | 44 | 54 | 65 | 79 | 74 | 65 | 75 | 75 | 69 | 60 | 56 |
| Arrive at a generalization from a given series of details and/or assumptions. | 71 | 58 | 74 | 55 | 71 | 39 | 71 | 59 | 41 | 54 | 62 | 76 | 72 | 63 | 71 | 73 | 66 | 61 | 46 |

## GRADE ELEVEN READING RESULTS (CONT.)

| OBJECTIVES | Homework | | | | Language | | | Parents' Ed. Index | | | | Ed. Aspirations | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | None Assigned | Don't do | Less 5 hrs./wk. | Over 5 hrs./wk. | English Only | Two Lang. | Non-English | Less High School | Some High School | High School Graduate | Above High School | High School Graduate | Voc./tech. etc. School | 2-year College | 4-year College | Grad. or prof. sch. |
| Follow written directions involving subordinate steps. | 92 | 95 | 96 | 97 | 97 | 96 | 91 | 90 | 95 | 94 | 98 | 92 | 95 | 97 | 98 | 98 |
| Perceive cause-and-effect relationships. | 82 | 85 | 92 | 94 | 93 | 90 | 80 | 84 | 86 | 89 | 95 | 81 | 91 | 88 | 96 | 96 |
| Identify the main idea. | 81 | 89 | 91 | 94 | 93 | 89 | 81 | 81 | 89 | 88 | 96 | 80 | 89 | 90 | 96 | 95 |
| Arrange a list of events in sequence. | 79 | 87 | 89 | 93 | 92 | 87 | 78 | 81 | 86 | 86 | 94 | 79 | 85 | 89 | 93 | 94 |
| Use the various parts of a book and various kinds of books as aids in locating information (e.g., title page, table of contents, preface, index, dictionary, telephone book, encyclopedia, etc.). | 80 | 81 | 86 | 90 | 88 | 85 | 74 | 79 | 80 | 82 | 92 | 74 | 83 | 87 | 91 | 92 |
| Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules, etc.). | 75 | 85 | 86 | 89 | 90 | 82 | 72 | 72 | 81 | 83 | 92 | 75 | 80 | 85 | 91 | 93 |
| Evaluate and make judgments on the basis of information given. | 63 | 80 | 82 | 85 | 85 | 80 | 61 | 67 | 74 | 76 | 90 | 67 | 80 | 76 | 88 | 90 |
| Make inferences and draw logical conclusions. | 63 | 80 | 80 | 85 | 85 | 78 | 56 | 62 | 72 | 76 | 90 | 63 | 76 | 79 | 89 | 89 |
| Distinguish between fact and non-fact. | 47 | 71 | 73 | 78 | 79 | 67 | 45 | 50 | 59 | 69 | 84 | 51 | 67 | 68 | 82 | 86 |
| Arrive at a generalization from a given series of details and/or assumptions. | 50 | 62 | 71 | 73 | 74 | 66 | 45 | 47 | 59 | 65 | 80 | 51 | 65 | 64 | 78 | 82 |

APPENDIX D

# TEXAS ASSESSMENT PROJECT
# PUPIL INFORMATION

(To be completed by the school)

**Information about pupil number:**

**Grade**

- ○ 3
- ○ 4
- ○ 6
- ○ 7
- ○ 8
- ○ 11
- ○ 12

**Sex**

- ○ M
- ○ F

**Birthdate**

| Month | Year |
|---|---|
| ⓪⓪ | ⓪⓪ |
| ①① | ①① |
| ② | ②② |
| ③ | ③③ |
| ④ | ④④ |
| ⑤ | ⑤⑤ |
| ⑥ | ⑥⑥ |
| ⑦ | ⑦⑦ |
| ⑧ | ⑧⑧ |
| ⑨ | ⑨⑨ |

**Ethnicity**

- ○ Black
- ○ Mexican-American
- ○ Other

1. Is the pupil eligible for free or reduced price meals? (This includes any program under the National School Lunch and Child Nutrition Program.)

| | YES | NO |
|---|---|---|
| | ○ | ○ |

2. Mark YES or NO to indicate whether or not the pupil **participates** in each of the programs listed.

| | YES | NO |
|---|---|---|
| Gifted and Talented | ○ | ○ |
| Special Education: | | |
| L/LD (5251) | ○ | ○ |
| ED (4647) | ○ | ○ |
| SH (4545) | ○ | ○ |
| MR (4444) | ○ | ○ |
| Other Special Ed. | ○ | ○ |

3. Complete this section for pupils in GRADES 3 THRU 8 ONLY.

Mark YES or NO to indicate whether or not the pupil **participates** in each of the programs listed.

| | YES | NO |
|---|---|---|
| Title I (Regular) | ○ | ○ |
| Title I (Migrant) | ○ | ○ |
| State Compensatory Ed. | ○ | ○ |

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| | YES | NO |
|---|---|---|
| Mark YES or NO to indicate whether or not this form was completed. | ○ | ○ |

## TAILSHEET INFORMATION
### (Completed by the Student)

1. Does your family get a newspaper regularly?
   - O Yes
   - O No
   - O I don't know.
   - O I prefer not to answer.

2. Does your family get any magazines regularly?
   - O Yes
   - O No
   - O I don't know.
   - O I prefer not to answer.

3. Are there more than 25 books in your home?
   - O Yes
   - O No
   - O I don't know.
   - O I prefer not to answer.

4. Is there an encyclopedia in your home?
   - O Yes
   - O No
   - O I don't know.
   - O I prefer not to answer.

5. Do you read books for fun, even when they are not for school?
   - O Yes
   - O No
   - O I prefer not to answer.

6. How much television did you watch last night?
   - O None
   - O One hour or less.
   - O 1 to 2 hours
   - O 2 to 3 hours
   - O 3 to 4 hours
   - O 4 to 5 hours
   - O 5 to 6 hours
   - O Six hours or more.
   - O I prefer not to answer.

7. Approximately what is the average amount of time you spend on homework a week?
   - O No homework is ever assigned.
   - O I have homework, but I don't do it.
   - O Less than 5 hours a week.
   - O Between 5 and 10 hours a week.
   - O More than 10 hours a week.
   - O I prefer not to answer.

8. Is English the language spoken most often in your home?
   - O Yes
   - O No
   - O I prefer not to answer.

9. Is a language other than English spoken in your home?
   - O Often
   - O Sometimes
   - O Never
   - O I prefer not to answer.

* 10. How much school did your father complete? (FILL IN THE ONE OVAL which best shows how much school your father completed.)
   - O Did not complete the 8th grade.
   - O Completed the 8th grade, but did not go to high school.
   - O Went to high school, but did not graduate from high school.
   - O Graduated from high school.
   - O Some education after graduation from high school.
   - O I don't know.
   - O I prefer not to answer.

* 11. How much school did your mother complete? (FILL IN THE ONE OVAL which best shows how much school your mother completed.)
   - O Did not complete the 8th grade.
   - O Completed the 8th grade, but did not go to high school.
   - O Went to high school, but did not graduate from high school.
   - O Graduated from high school.
   - O Some education after graduation from high school.
   - O I don't know.
   - O I prefer not to answer.

* 12. How much schooling do you think you will get? Do you expect to:
   - O Graduate from high school.
   - O Go to vocational, technical, trade, or business school.
   - O Go to a two-year or junior college.
   - O Go to a four-year college or university.
   - O Go to a graduate or professional school after college.

*These questions were included in the test booklets for Grade 11 and Age 17 student samples.